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ABSTRACT

This document is intended to provide Ohio State school district personnel with information about approved assessment instruments for the screening and identification of students who are gifted. Instruments listed are intended to identify students in each of four gifted ability areas: superior cognitive ability, specific academic ability, creative thinking ability, and visual or performing arts ability. Preliminary information explains requirements for district adoption of approved assessment instruments, how a district should decide which instruments to use, who should administer the selected instruments, rules for the administration of tests and assessment instruments, standards for gifted identification in each of the four areas, and instrument selection criteria. Also provided is the "Code of Fair Testing Practices in Education" developed by the American Psychological Association. A chart of the 55 approved instruments summarizes information on each test's intended use, area of specialization, type, and administration (individual or group). One page of descriptive information is then provided for each instrument including publisher, Web site, instrument uses, instrument type, age level, administration time, identification/screening criteria, scoring information available, and date of norming. An appendix lists instruments by grade level and special population norm groups. A second appendix provides copies of the PB-3 and Forms SI and SII from the "Model Policies and Plan for the Identification of Children Who Are Gifted," for districts to submit. (Contains 23 references.) (DB)

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ED 451 666

ASSESSMENT INSTRUMENTS FOR THE IDENTIFICATION OF CHILDREN WHO ARE GIFTED

As Approved by the Ohio Department of Education
In Accordance with Ohio Revised Code 3324.02

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Assessment Instruments for the Identification of Children Who Are Gifted

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Introduction

Purpose

All school districts are required to identify children who are gifted and talented in Superior Cognitive Ability, Specific Academic Ability, Creative Thinking Ability, and Visual or Performing Arts Ability.

This publication, *Assessment Instruments for the Identification of Children Who Are Gifted*, has been developed by the Ohio Department of Education (ODE), Office of Special Education, Gifted Services, to meet the requirements of Ohio Revised Code 3324.02, which states

> *"(A) The Department of Education shall construct lists of existing assessment instruments it approves for use by school districts and may include on the lists and make available to school districts additional assessment instruments developed by the Department. Whenever possible, the Department shall approve assessment instruments that utilize nationally recognized standards for scoring or are nationally normed. The lists of instruments shall include:*
> *(1) Initial screening instruments for use in selecting potentially gifted students for further assessment.*
> *(2) Instruments for identifying gifted students under Section 3324.03 of the Revised Code."*

This document is intended to provide school district personnel with the list of approved assessment instruments for the screening and identification of students who are gifted. When followed, it will ensure compliance with Ohio Revised Code 3324.02.

District Adoption of Approved Assessment Instruments

- Each school board is required to adopt a statement of its policy for the screening and identification of students who are gifted and adopt a plan for identifying students who are gifted. The district plan must contain a description of the assessment instruments from the list adopted by the Department that the district will use to screen and identify students who are gifted. It is recommended that local boards of education refer to the *Model Policies and Plan for the Identification of Children Who Are Gifted* for a sample board policy and the model plan. Districts submit the PB-3 and Forms SI and II from the *Model Policies and Plan for the Identification of Children Who Are Gifted* to indicate which instruments they have selected from the approved list and to inform parents of the instruments used for screening and identification. See Appendix B for copies of these forms.

- Educational consultants in the field have reviewed the instruments using rigorous criteria. The scores and/or performance levels for each instrument are also included (Ohio Revised Code 3324.02).
- In addition, the ODE has adopted rules for the administration of tests and assessment instruments (see page 5).
- An annual child count of students who are identified as gifted in the areas of Superior Cognitive Ability, Specific Academic Ability, Creative Thinking Ability, and Visual or Performing Arts Ability must be submitted to the ODE according to the Educational Management Information System (EMIS) and Child Count reporting schedules.
- The ODE has selected instruments that allow for appropriate screening and identification of students who are gifted and are of low socioeconomic status (SES), students who are culturally or linguistically diverse, students with disabilities, and students for whom English is a second language [Ohio Revised Code 3324.02 (C)].

The Ohio Department of Education Approved List of Instruments for the Identification of Gifted Students

Why Was This List Created?

According to Ohio Revised Code 3324.03, the board of education of each school district will identify students who are gifted in grades kindergarten through 12 in the areas of Superior Cognitive Ability, Specific Academic Ability, Creative Thinking Ability, and Visual or Performing Arts Ability. The instruments to be used for these purposes are to be selected by each school district from approved instruments listed in this publication and described in a gifted identification plan approved by both the district's board of education and the ODE. By creating this list, the ODE is providing districts with a resource from which to choose instruments that have been reviewed by experts and found to be psychometrically sound.

What Is Included on the List?

Ohio Revised Code 3324.03 prescribes the types of instruments to be used for identification of students who are gifted in each of four gifted ability areas: Superior Cognitive Ability, Specific Academic Ability, Creative Thinking Ability, and Visual or Performing Arts Ability. Some types of instruments may be used for identification in more than one category, and in most cases there is more than one instrument included on the list for each category. Instruments were included on the list based on the criteria presented in Ohio Revised Code 3324.03 and the judgements of an expert panel, as well as an additional appeal panel.

Is Every Instrument on the List Appropriate for Use in Any District?

No, the population of each district has unique characteristics that need to be considered in the selection of an instrument that will be valid with their specific population. Neither the ODE nor the expert panel responsible for reviewing the instruments can provide recommendations for the appropriateness of an instrument across all district populations in the state. This decision needs to be made by a local instrument selection committee. Not all instruments would be appropriate in any one district, and there is no single instrument that would be most appropriate for one category in all districts.

How Does a District Decide Which Instruments to Use?

Valid identification of students who are gifted depends on selecting instruments that are most appropriate for the population of the district. This may be best accomplished through a team of professionals who are knowledgeable about the identification of children who are gifted and also knowledgeable of assessment principles and practices. Coordinators of gifted services, school psychologists, and intervention specialists or those who hold gifted licensure, are knowledgeable in these areas and should be included in instrument selection committees. Local identification procedures should reflect the use of assessment strategies and instruments that are appropriate and technically sound for the local district population. The school district may also wish to consult the following resources in the process of instrument selection:

- Rule 4732-5-01 of the Ohio Administrative Code
- The Code of Professional Responsibilities in Educational Measurement
- Recommendations from testing and measurement experts
- Input from the Ohio School Psychologists Association
- Feedback from test publisher representatives
- Input from the Ohio Association for Gifted Children

Who Should Administer the Instruments Selected by the District?

The ODE is mandated by Ohio Revised Code 3324.02 to adopt rules for the administration of tests. A portion of this rule is presented on the following page.

Additionally, Rule 4732-5-01 of the Ohio Administrative Code, which governs the Psychology Board, applies to the administration of intelligence tests used in gifted identification in the areas of Superior Cognitive Ability and Creative Thinking Ability. This rule restricts the administration of individual intelligence tests to a licensed psychologist because of the hazards that may stem from the misinterpretation of some tests.

Rules for the Administration of Tests and Assessment Instruments

The Ohio Department of Education, under Chapter 119 of the Ohio Revised Code, is required to adopt rules for the administration of any test or assessment instrument it approves on the list [Ohio Revised Code, section 3324.02 (D)]. Section 3301-51-15 (C) (4) of the Ohio Administrative Code is the reference for this rule requirement and is provided below. Additionally, the Code of Fair Testing Practices in Education is reproduced on page 11 as additional guidance for districts in the selection and implementation of assessment programs to screen and identify children who are gifted.

Testing and Assessment—Rule 3301-51-15 (C) (4)

(a) "Districts shall select screening and identification instruments from the Department of Education's approved lists for inclusion in their district's plan. Assessments must measure the specific area of gifted ability.

(b) The district shall ensure that the use of evaluation instruments:

(i) Are provided and administered in the child's native language or other mode of communication, unless it is clearly not feasible to do so;

(ii) Have been validated for the specific purpose for which they are used; and

(iii) Are administered by qualified personnel in conformance with the instructions provided by their producer.

(c) The district shall select instruments, from the approved list, that will allow for appropriate screening and identification of minority or disadvantaged children, children with disabilities, and children for whom English is a second language.

(d) Tests are selected and administered so as to best insure that when a test is administered to a child with impaired sensory, manual or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills except where those skills are factors which the test purports to measure."

Establish the Scores or Performance Levels (3324.03)

The Ohio Department of Education, Under Chapter 119 of the Ohio Revised Code, shall establish the scores or performance levels required under section 3324.02 (B) of the Ohio Revised Code.

Ohio Revised Code section 3324.03 (A) through (D) stipulates that the board of education of each school district shall identify students who are gifted in grades kindergarten through 12 as follows:

Superior Cognitive Ability

A student shall be identified as exhibiting "Superior Cognitive Ability" if the student did either of the following within the preceding 24 months:

- Scored two standard deviations above the mean, minus the standard error of measure (SEM), on an approved individual standardized intelligence test administered by a licensed psychologist
- Accomplished any one of the following:
  - Scored at least two standard deviations above the mean, minus the standard error of measure, on an approved standardized group intelligence test
  - Performed at or above the 95th percentile on an approved individual or group standardized basic or composite battery of a nationally normed achievement test
  - Attained an approved score on one or more above grade-level standardized, nationally normed approved tests

Specific Academic Ability (Mathematics, Science, Social Studies, Reading, Writing, or a combination)

A student shall be identified as exhibiting "Specific Academic Ability" superior to that of children of similar age in a specific academic ability field if, within the preceding 24 months, that student performs at or above the 95th percentile at the national level on an approved individual or group standardized achievement test of specific academic ability in that field. A student may be identified as gifted in more than one specific academic ability field.

Creative Thinking Ability

A student shall be identified as exhibiting "Creative Thinking Ability" superior to children of a similar age, if, within the previous 24 months, the student scored one standard deviation above the mean, minus the standard error of measure, on an approved individual or group intelligence test and also did either of the following:

- Attained a sufficient score, as established by the ODE, on an approved individual or group test of creative ability
- Exhibited sufficient performance, as established by the ODE, on an approved checklist of creative behaviors

Visual or Performing Arts Ability

A student shall be identified as exhibiting "Visual or Performing Arts Ability" superior to that of children of similar age if the student has done both of the following:

- Demonstrated through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area
- Exhibited sufficient performance, as established by the ODE, on an approved checklist of behaviors related to a specific arts area

Instrument Selection Criteria

Requests for Publishers' Instrument Submissions

In developing the list of approved tests for the identification of children who are gifted, the ODE sent letters to test publishers asking them to submit instruments to be used in the identification of children who are gifted. Each publisher submitted extensive information about their tests as part of the review process. The form sent to publishers used criteria established by the *Scale for the Evaluation of Gifted Identification Instruments* (SEGII) (Callahan, et al., 1993). Publishers were required to respond with data on each of the following criteria for technical adequacy.

Technical Adequacy Specifications

In determining the list of approved tests, the ODE established guidelines for technical adequacy. These guidelines were also applied in reviewing instruments for specific populations, so all tests on the approved list may not be appropriate for all students. The following criteria were used:

- **Reliability Criteria**

  Internal Consistency Reliability

  The homogeneous, consistent quality of the content of instrument items is evidenced by an appropriate reliability indicator such as split-half, Kuder-Richardson, or alpha coefficients.

- **Validity Criteria**

  Content Validity

  The instrument provides a clear definition of the universe represented and provides detailed evidence that the behavior domain was carefully sampled in instrument construction, including a detailed classification of test items by performance objectives along with an explanation of the selection procedures and/or references to special procedures. (See individual test specifications provided by the publisher for guidance.)

  Concurrent Criterion Validity

  Scores on the instrument are related to performance on a separate task or criterion administered at the same time. This information for validity shows the degree of relationship to other instruments that are theoretically related.

Predictive Criterion Validity
Evidence is provided in support of the predictive nature of the instrument for students, such as how scores/performance on the instrument are related to performance on tasks or criteria that the instrument is designed to predict.

- **Norming Criteria**

Range
Data is provided for purposes of interpretation indicating that the instrument has been normed on a broad range of educational ability or is applicable to groups at the upper end of the continuum.

Currency
The norms for the instrument are, when possible, current within the last ten years.

Groups
Norm groups are stratified and provided for regular, gifted, and special populations of students (children who are culturally or linguistically diverse, children with disabilities, and children for whom English is a second language).

- **Checklist Criteria**

Intra/Interrater Reliability
A high level of confidence for the objectivity and consistency of raters in scoring the instrument (when applicable) is demonstrated by such means as reported correlations, percentage of agreement, or analysis of variance.

Review Process

Submissions by test publishers were reviewed by four reviewers external to the ODE. The reviewers were selected to represent expertise in both technical adequacy and for their individual knowledge of the content, construct, and criterion validity of submitted instruments for use in the identification of children who are gifted. The reviewers' task was to rate each instrument on the following criteria:

- The extent to which technical adequacy standards established by SEGII (Callahan, et al., 1993) were met
- The extent to which the tests were valid for express purposes of identification of children who are gifted
- The extent to which adequate samples (demographically balanced with the inclusion of gifted students in the sample) were demonstrated in both the pilot and final versions of the instrument standardization
- The extent to which the submitted instruments reported appropriate technical adequacy data and contained positive independent reviews

Differences in the reviewers' opinions were resolved in consensus discussions on the following basis:

- Exposition of rationales for each instrument articulated by each reviewer
- Identification of areas not currently addressing needs cited in the law (H.B. 282) or which lacked instruments needed to identify areas cited in the law
- Consensus of reviewers following discussion of instruments and particular benefits and concerns for each instrument discussed

The reviewers were well aware of the technical issues involved in selecting instruments. Each reviewer was also cognizant of the requirements in the law to delineate procedures that would identify students who are of low SES and students from culturally or linguistically diverse populations. These demands were conflicting at times. The reviewers made final determinations based on the overall technical adequacy of the instruments and the need to find instruments with the promise of being potentially valuable in the identification of heretofore under-represented groups. Instruments that provided national norms for various under-represented populations were given special consideration.

In the case of Creative Thinking and Visual or Performing Arts areas, additional reviewers with appropriate expertise were selected to review instruments and procedures in these content areas. These reviewers considered only the checklists, performance criteria, and potential instruments applicable to these areas. Their input on content validity was submitted to the general reviewers and evaluated for technical adequacy during a general instrument review. The resultant instruments and checklists have thus been reviewed by the content area experts, experts in the field of gifted and talented, and experts with experience in evaluation of technical adequacy of instruments and procedures.

Appeal Process

Following the initial instrument review, an appeals process was developed by the Ohio Department of Education. The purpose of this appeals process was to reconsider instruments that had not been approved by the original instrument review panel. Instruments eligible for appeal were those instruments which the publishers had submitted and requested reconsideration, or those instruments which school districts had requested for use in screening and identification of children who are gifted.

The appeals process was developed and operated independently of the Office of Special Education by the Office of Policy Research and Analysis. Four consultants, external to the ODE and nationally recognized for their expertise in tests and measurements, were selected to serve on the Appeals Panel.

Code of Fair Testing Practices in Education

Prepared by the Joint Committee on Testing Practices

The Code of Fair Testing Practices in Education states the major obligations to test takers of professionals who develop or use educational tests. The Code is meant to apply broadly to the use of tests in education (admissions, educational assessment, educational diagnosis, and student placement). The Code is not designed to cover employment testing, licensure or certification testing, or other types of testing. Although the Code has relevance to many types of educational tests, it is directed primarily at professionally-developed tests, such as those sold by commercial test publishers or used in formally administered testing programs. The Code is not intended to cover tests made by individual teachers for use in their own classrooms.

The Code addresses the roles of test developers and test users separately. Test users are people who select tests, commission test development services, or make decisions on the basis of test scores. Test developers are people who actually construct tests as well as those who set policies for particular testing programs. The roles may, of course, overlap as when a state educational agency commissions test development services, sets policies that control the test development process, and makes decisions on the basis of the test scores.

The Code has been developed by the Joint Committee on Testing Practices, a cooperative effort of several professional organizations, that has as its aim the advancement, in the public interest, of the quality of testing practices. The Joint Committee was initiated by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education. In addition to these three groups, the American Association for Counseling and Development/Association for Measurement and Evaluation in Counseling and Development, and the American Speech-Language-Hearing Association are now also sponsors of the Joint Committee.

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Code of Fair Testing Practices in Education. (1988)
Washington, DC: Joint Committee on Testing Practices.
(Mailing Address: Joint Committee on Testing Practices, American Psychological Association, 1200 17th Street, NW, Washington, DC 20036)

The Code presents standards for educational test developers and users in four areas

A. Developing/Selecting Tests
B. Interpreting Scores
C. Striving for Fairness
D. Informing Test Takers

Organizations, institutions, and individual professionals who endorse the Code commit themselves to safeguarding the rights of test takers by following the principles listed. The Code is intended to be consistent with the relevant parts of the Standards for Educational and Psychological Testing (AERA, APA, NCME, 1985). However, the Code differs from the Standards in both audience and purpose. The Code is meant to be understood by the general public; it is limited to educational tests; and the primary focus is on those issues that affect the proper use of tests. The Code is not meant to add new principles over and above those in the Standards or to change the meaning of the Standards. The goal is rather to represent the spirit of a selected portion of the Standards in a way that is meaningful to test takers and/or their parents or guardians. It is the hope of the Joint Committee that the Code will also be judged to be consistent with existing codes of conduct and standards of other professional groups who use educational tests.

A. Developing/Selecting Appropriate Tests*

Test developers should provide the information that test users need to select appropriate tests.

Test developers should:

1. Define what each test measures and what the test should be used for. Describe the population(s) for which the test is appropriate.
2. Accurately represent the characteristics, usefulness, and limitations of tests for their intended purposes.
3. Explain relevant measurement concepts as necessary for clarity at the level of detail that is appropriate for the intended audience(s).
4. Describe the process of test development. Explain how the content and skills to be tested were selected.
5. Provide evidence that the test meets its intended purpose(s).
6. Provide either representative samples or complete copies of test questions, directions, answer sheets, manuals, and score reports to qualified users.

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* Many of the statements in the Code refer to the selection of existing tests. However, in customized testing programs, test developers are engaged to construct new tests. In those situations, the test development process should be designed to help ensure that the completed tests will be in compliance with the Code.

7. Indicate the nature of the evidence obtained concerning the appropriateness of each test for groups of different racial, ethnic, or linguistic backgrounds who are likely to be tested.
8. Identify and publish any specialized skills needed to administer each test and to interpret scores correctly.

Test users should select tests that meet the purpose for which they are to be used and that are appropriate for the intended test taking populations.

Test users should:

1. First define the purpose for testing and the population to be tested. Then, select a test for that purpose and that population based on a thorough review of the available information.
2. Investigate potentially useful sources of information, in addition to test scores, to corroborate the information provided by tests.
3. Read the materials provided by test developers and avoid using tests for which unclear or incomplete information is provided.
4. Become familiar with how and when the test was developed and tried out.
5. Read independent evaluations of a test and of possible alternative measures. Look for evidence required to support the claims of test developers.
6. Examine specimen sets, disclosed tests or samples of questions, directions, answer sheets, manuals, and score reports before selecting a test.
7. Ascertain whether the test content and norm group(s) or comparison group(s) are appropriate for the intended test takers.
8. Select and use only those tests for which the skills needed to administer the test and interpret scores correctly are available.

B. Interpreting Scores

Test developers should help users interpret scores correctly.

Test developers should:

9. Provide timely and easily understood score reports that describe test performance clearly and accurately. Also, explain the meaning and limitations of reported scores.
10. Describe the population(s) represented by any norms or comparison group(s), the dates the data were gathered, and the process used to select the samples of test takers.
11. Warn users to avoid specific, reasonably anticipated misuses of test scores.

12. Provide information that will help users follow reasonable procedures for setting passing scores, when it is appropriate to use such scores with the test.
13. Provide information that will help users gather evidence to show that the test is meeting its intended purpose(s).

Test users should interpret scores correctly.

Test users should:

9. Obtain information about the scale used for reporting scores, the characteristics of any norm or comparison groups(s), and the limitations of the scores.
10. Interpret scores taking into account any major differences between the norm or comparison groups and the actual test takers. Also take into account any differences in test administration practices or familiarity with the specific questions in the test.
11. Avoid using tests for purposes not specifically recommended by the test developer unless evidence is obtained to support the intended use.
12. Explain how any passing scores were set and gather evidence to support the appropriateness of the scores.
13. Obtain evidence to help show that the test is meeting its intended purpose(s).

C. Striving for Fairness

Test developers should strive to make tests that are as fair as possible for test takers of different races, gender, ethnic backgrounds, or different handicapping conditions.

Test developers should:

14. Review and revise test questions and related materials to avoid potentially insensitive content or language.
15. Investigate the performance of test takers of different races, gender, and ethnic backgrounds when samples of sufficient size are available. Enact procedures that help to ensure that differences in performance are related primarily to the skills under assessment rather than to irrelevant factors.
16. When feasible, make appropriately modified forms of tests or administration procedures available for test takers with handicapping conditions. Warn test users of potential problems in using standard norms with modified tests or administration procedures that result in non-comparable scores.

Test users should select tests that have been developed in ways that attempt to make them as fair as possible for test takers of different races, gender, ethnic backgrounds, or handicapping conditions.

Test users should:

14. Evaluate the procedures used by test developers to avoid potentially insensitive content or language.
15. Review the performance of test takers of different races, gender, and ethnic backgrounds, when samples of sufficient size are available. Evaluate the extent to which performance differences may have been caused by the test.
16. When necessary and feasible, use appropriately modified forms or administration procedures for test takers with handicapping conditions. Interpret standard norms with care in the light of the modifications that were made.

D. Informing Test Takers

Under some circumstances, test developers have direct communication with test takers. Under other circumstances, test users communicate directly with test takers. Whichever group communicates directly with test takers should provide the information described below.

Test developers or test users should:

17. When a test is optional, provide test takers or their parents/guardians with information to help them judge whether the test should be taken, or if an available alternative to the test should be used.
18. Provide test takers the information they need to be familiar with the coverage of the test, the types of question formats, the directions, and appropriate test-taking strategies. Strive to make such information equally available to all test takers.

Under some circumstances, test developers have direct control of tests and test scores. Under other circumstances, test users have such control. Whichever group has direct control of tests and test scores should take the steps described below.

Test developers or test users should:

19. Provide test takers or their parents/guardians with information about rights test takers may have to obtain copies of tests and completed answer sheets, retake tests, have tests rescored, or cancel scores.

20. Tell test takers or their parents/guardians how long scores will be kept on file and indicate to whom and under what circumstances test scores will or will not be released.
21. Describe the procedures that test takers or their parents/guardians may use to register complaints and have problems resolved.

Note: The membership of the Working Group that developed the Code of Fair Testing Practices in Education and of the Joint Committee on Testing Practices that guided the Working Group was as follows:

Theodore P. Bartell
Esther E. Diamond
Lorraine D. Eyde
John J. Fremer (Co-chair, JCTP, Chair, Code Working Group)
Jo-Ida C. Hansen
George F. Madaus (Co-chair, JCTP)
Jo-Ellen V. Perez
John T. Stewart
Nicholas A. Vacc
John R. Bergan
Richard P. Duran
Raymond D. Fowler
Edmund W. Gordon
James B. Lingwall
Kevin L. Moreland
Robert J. Solomon
Carol Kehr Tittle (Co-chair, JCTP)
Michael J. Zieky

(Debra Boltas and Wayne Camara of the American Psychological Association served as staff liaisons.)

Additional copies of the Code may be obtained from the National Council on Measurement in Education, 1230 Seventeenth Street, NW, Washington, DC 20036. Single copies are free.

Approved Assessment Instruments

Types of Assessment Instruments Permitted and Criteria for Identification by Gifted Ability Area

(According to Ohio Revised Code 3324.03)

All instruments selected need to be listed on the Ohio Department of Education's approved list of instruments which begins on page 18. The type of test / instrument to be used for gifted screening and identification in each gifted ability area is indicated below. The identification cutoff scores are provided in italics. Districts will set screening thresholds at levels lower than the identification threshold.

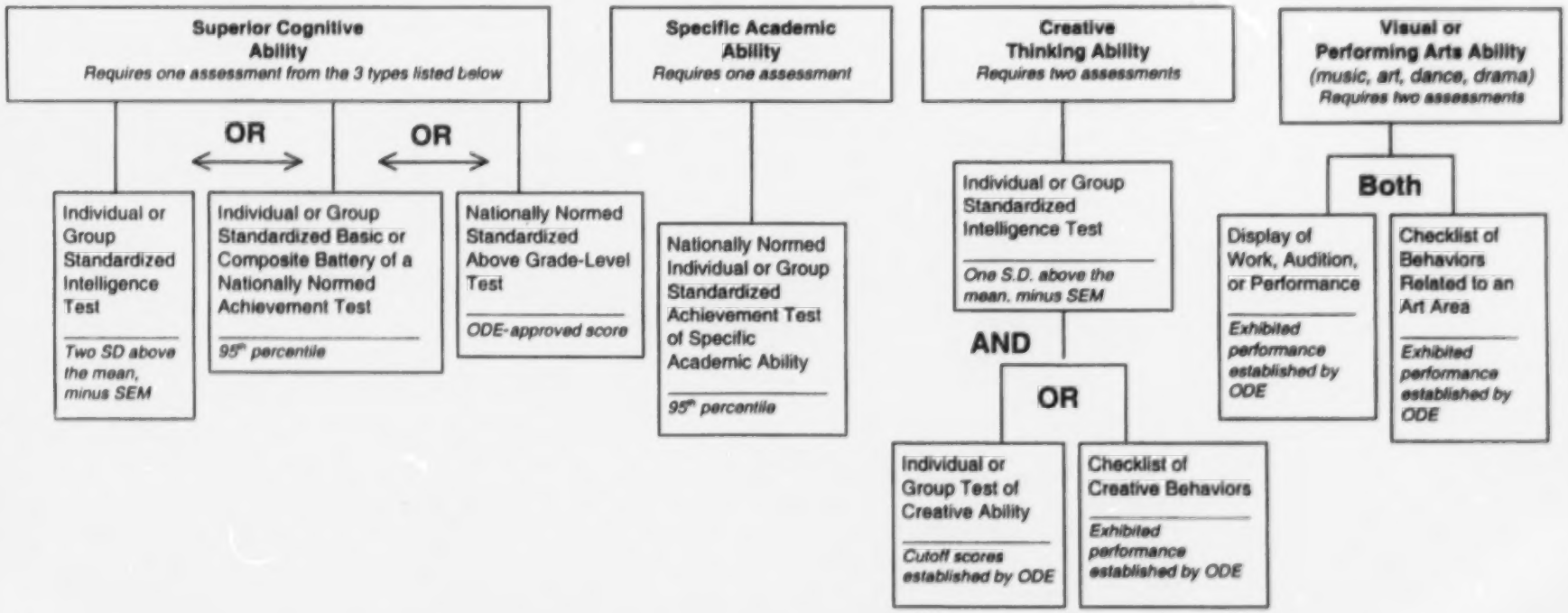
Superior Cognitive Ability
Requires one assessment from the 3 types listed below
OR
OR
Individual or Group Standardized Intelligence Test
Two SD above the mean, minus SEM
Individual or Group Standardized Basic or Composite Battery of a Nationally Normed Achievement Test
95th percentile
Nationally Normed Standardized Above Grade-Level Test
ODE-approved score
Specific Academic Ability
Requires one assessment
Nationally Normed Individual or Group Standardized Achievement Test of Specific Academic Ability
95th percentile
Creative Thinking Ability
Requires two assessments
Individual or Group Standardized Intelligence Test
One S.D. above the mean, minus SEM
AND
OR
Individual or Group Test of Creative Ability
Cutoff scores established by ODE
Checklist of Creative Behaviors
Exhibited performance established by ODE
Visual or Performing Arts Ability
(music, art, dance, drama)
Requires two assessments
Both
Display of Work, Audition, or Performance
Exhibited performance established by ODE
Checklist of Behaviors Related to an Art Area
Exhibited performance established by ODE

Chart of Approved Assessment Instruments

Intended Use
S = Screening
ID = Identification

Ability Area
SC = Superior Cognitive
SA = Specific Academic
CT = Creative Thinking
VPA = Visual or Performing Arts

Instrument Type
INT = Intelligence Test
ACH = Achievement Test
CHK = Checklist
AGL = Above Grade-Level
DAP = Display of Work, Audition, or Performance

Administration
IND = Individuals
GP = Groups

ID#	Name of Instrument	Page #	Intended Use		Area				Instrument Type	Administration	
			S	ID	SC	SA	CT	VPA		IND	GP
22	ACT Assessment Program (AAP)	22	X	X	X	X			AGL, ACH		X
55	Aprenda: La prueba de logros en Espanol	23	X	X	X	X			ACH	X	X
46	Art Advanced Placement Scoring Guidelines	24	X	X				X	DAP	X	
10	Bateria Woodcock-Muñoz-Revisada: Pruebas de habilidad (Bateria-R)	25	X	X	X	X	X		INT, ACH	X	
52	California Achievement Tests, Fifth Edition (CAT/5)	26	X	X	X	X			ACH		X
40	Clark's Drawing Abilities Test	27	X	X				X	DAP	X	
11	Cognitive Abilities Test (CogAT), Form 5	28	X	X	X		X		INT	X	X
12	Cognitive Abilities Test (CogAT) Nonverbal Battery, Edicion en Espanol	29	X	X	X		X		INT	X	X
54	Comprehensive Test of Basic Skills (CTBS/4)	30	X	X	X	X			ACH		X
23	Comprehensive Testing Program, 3rd Edition, (CTPIII)	31	X		X	X	X		INT, ACH		X
42	Dance Talent Assessment Process (DTAP)	32	X	X				X	DAP		X
13	Das-Naglieri Cognitive Assessment Systems (CAS)	33	X	X	X		X		INT	X	
14	Differential Ability Scales (DAS)	34	X	X	X		X		INT, AGL	X	
47	Display of Work, Audition, or Performance (Observation or Evaluation)	35	X	X				X	DAP	X	X
24	EXPLORE	36		X	X	X			AGL, ACH		X

Intended Use
S = Screening
ID = Identification

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ID#	Name of Instrument	Page #	Intended Use		Area				Instrument Type	Administration	
			S	ID	SC	SA	CT	VPA		IND	GP
41	Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30, Visual or Performing Arts: Section IV, Items 41-50)	37	X	X			X	X	CHK	X	
25	Iowa Tests of Basic Skills (ITBS), Form K/L/M, Complete Battery	38	X	X	X	X			ACH	X	X
26	Iowa Tests of Basic Skills (ITBS), Form K/L/M, Survey Battery	39	X		X	X			ACH		X
27	Iowa Tests of Educational Development (ITED), Form K/L/M, Complete Battery	40	X	X	X	X			ACH	X	X
28	Iowa Tests of Educational Development (ITED), Form K/L/M, Survey Battery	41	X		X	X			ACH	X	X
15	Kaufman Brief Intelligence Test (K-BIT)	42	X		X		X		INT	X	
16	Leiter International Performance Scale-Revised (Leiter-R)	43	X	X	X		X		INT	X	
29	Metropolitan Achievement Tests, Seventh Edition	44	X	X	X	X			ACH	X	X
45	Music Talent Assessment Process (MTAP)	45	X	X				X	DAP		X
44	Ohio Department of Education Music Performance Rubric, Forms A and B	46	X	X				X	DAP	X	
53	Otis-Lennon School Ability Test, Seventh Edition	47	X	X	X		X		INT	X	X
49	Otis-Lennon School Ability Test, Sixth Edition	48	X	X	X		X		INT	X	X
30	PLAN	49		X	X	X			AGL, ACH		X
17	Raven's Progressive Matrices (Standard and Advanced Form)	50	X	X	X		X		INT	X	X
31	SAT I Reasoning Test	51	X	X	X	X			AGL, ACH		X

Intended Use
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Ability Area
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Instrument Type
INT = Intelligence Test
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AGL = Above Grade-Level
DAP = Display of Work, Audition, or Performance

Administration
IND = Individuals
GP = Groups

ID#	Name of Instrument	Page #	Intended Use		Area				Instrument Type	Administration	
			S	ID	SC	SA	CT	VPA		IND	GP
39	Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS), 1997 Version (Creativity: Part II, Musical: Part VI, Dramatic: Part VII, Artistic: Part V)	52	X	X			X	X	CHK	X	X
33	Stanford Achievement Test Series, Ninth Edition	53	X	X	X	X			ACH	X	X
32	Stanford Achievement Test Series, Ninth Edition, Abbreviated Battery	54	X		X	X			ACH	X	X
34	Stanford Achievement Test Series, Ninth Edition, Form SA	55	X	X	X	X			ACH	X	X
18	Stanford-Binet Intelligence Scale: Fourth Edition	56	X	X	X		X		INT	X	
35	Terra Nova (CTBS/5)	57	X	X	X	X			ACH		X
56	Test of Cognitive Skills, Second Edition (TCS/2)	58	X	X	X		X		INT	X	X
37	Tests of Achievement and Proficiency (TAP), Form K/L/M, Complete Battery	59	X	X	X	X			ACH	X	X
36	Tests of Achievement and Proficiency (TAP), Form K/L/M, Survey Battery	60	X		X	X			ACH	X	X
43	Theatre Arts Talent Assessment Process (TTAP)	61	X	X				X	DAP		X
51	Wechsler Preschool and Primary Scale of Intelligence-Revised (WPPSI-R)	62	X	X	X		X		INT	X	
19	Wechsler Abbreviated Scale of Intelligence (WASI)	63	X		X		X		INT	X	
38	Wechsler Individual Achievement Test (WIAT)	64	X	X	X	X			ACH	X	
20	Wechsler Intelligence Scale for Children, Third Edition (WISC-III)	65	X	X	X		X		INT	X	
21	Woodcock-Johnson-Revised: Test of Cognitive Ability (WJ-R) and Form A, Achievement Battery	66	X	X	X	X	X		INT, ACH	X	

Name of Instrument

ACT Assessment Program (AAP)

ID Number	Publisher	Telephone	Fax	E-Mail/Web Site
22	ACT National Office 2201 North Dodge Street, PO Box 168 Iowa City, Iowa 52243-0168	(319) 337-1458	(319) 339-3021	www.act.org

This Instrument May Be Used to

☒ Screen ☒ Identify

In the Following Ability Areas

☒ Superior Cognitive
☒ Specific Academic
☐ Creative Thinking

Visual or Performing Arts
☐ Music ☐ Dance
☐ Theater ☐ Visual Arts

Instrument Type

☐ Intelligence Test ☒ Achievement Test ☐ Checklist ☒ Above Grade-Level ☐ Display of Work, Audition, or Performance

This Instrument Is Designed for	Age/Grade	Administration Time
☐ Individuals ☒ Groups	Grades 7-12	3 hours

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and the following cutoff scores for identification when used as an out of grade-level test:

Grades 7-8: 19-24 Grade 9: 25-26 Grade 10: 30 Grades 11-12: 33

Scoring Information Available from Publisher	Date of Norming	Copyright Date
☒ Standard Deviation ☒ Standard Scores ☒ Standard Error of Measure (SEM) ☒ Percentiles	National norms 1995 to present with new national norms annually	New forms annually

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

Name of Instrument

Aprenda: La prueba de logros en Espanol

ID Number	*Publisher*	*Telephone*	*Fax*	*E-Mail/Web Site*
55	The Psychological Corp. (Harcourt Educational Measurement) 555 Academic Court San Antonio, Texas 78204-2498	(800) 572-5373 (513) 755-8970	(513) 775-8971	www.harcourt.com/assessment

This Instrument May Be Used to

☒ Screen ☒ Identify

In the Following Ability Areas

☒ Superior Cognitive
☒ Specific Academic
☐ Creative Thinking

Visual or Performing Arts
☐ Music ☐ Dance
☐ Theater ☐ Visual Arts

Instrument Type

☐ Intelligence Test ☒ Achievement Test ☐ Checklist ☐ Above Grade-Level ☐ Display of Work, Audition, or Performance

This Instrument Is Designed for	*Age/Grade*	*Administration Time*
☒ Individuals ☒ Groups	Grades K-8	4 hours

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and the publisher's instructions

Scoring Information Available from Publisher	*Date of Norming*	*Copyright Date*
☒ Standard Deviation ☐ Standard Scores ☒ Standard Error of Measure (SEM) ☒ Percentiles	1989	1990

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

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Name of Instrument

Art Advanced Placement Scoring Guidelines

ID Number	*Publisher*	*Telephone*	*Fax*	*E-Mail/Web Site*
46	The College Board 45 Columbus Avenue New York, New York 10023	(212) 713-8193	(212) 649-8427	www.collegeboard.org

This Instrument May Be Used to

☒ Screen ☒ Identify

In the Following Ability Areas

☐ Superior Cognitive
☐ Specific Academic
☐ Creative Thinking

Visual or Performing Arts
☐ Music ☐ Dance
☐ Theater ☒ Visual Arts

Instrument Type

☐ Intelligence Test ☐ Achievement Test ☐ Checklist ☐ Above Grade-Level ☒ Display of Work, Audition, or Performance

This Instrument is Designed for	*Age/Grade*	*Administration Time*
☒ Individuals ☐ Groups	Grades K-12	

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and the publisher's instructions

Scoring Information Available from Publisher	*Date of Norming*	*Copyright Date*
☐ Standard Deviation ☐ Standard Scores ☐ Standard Error of Measure (SEM) ☐ Percentiles	N/A	1976

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

Name of Instrument

Bateria Woodcock-Muñoz-Revisada: Pruebas de habilidad (Bateria-R)

ID Number	*Publisher*	*Telephone*	*Fax*	*E-Mail/Web Site*
10	Riverside Publishing (a Houghton Mifflin Company) 425 Spring Lake Drive Itasca, Illinois 60143-2079	(800) 323-9540	(630) 467-7792	www.riverpub.com

This Instrument May Be Used to

☒ Screen ☒ Identify

In the Following Ability Areas

☒ Superior Cognitive
☒ Specific Academic
☒ Creative Thinking

Visual or Performing Arts
☐ Music ☐ Dance
☐ Theater ☐ Visual Arts

Instrument Type

☒ Intelligence Test ☒ Achievement Test ☐ Checklist ☐ Above Grade-Level ☐ Display of Work, Audition, or Performance

This Instrument Is Designed for	*Age/Grade*	*Administration Time*
☒ Individuals ☐ Groups	Ages 2-adult	30-40 minutes, plus 40 minutes supplemental

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and the publisher's instructions. The Bateria Woodcock-Muñoz-Revisada: Pruebas de habilidad Cognitiva needs to be administered by a licensed psychologist. The Bateria Woodcock-Muñoz-Revisada: Pruebas de Aprovechamiento can be administered by a trained professional.

Scoring Information Available from Publisher	*Date of Norming*	*Copyright Date*
☐ Standard Deviation ☒ Standard Scores ☒ Standard Error of Measure (SEM) ☒ Percentiles	1986-1994	1996

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

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57

Name of Instrument

California Achievement Tests, Fifth Edition (CAT/5)

ID Number	*Publisher*	*Telephone*	*Fax*	*E-Mail/Web Site*
52	CTB/McGraw Hill 20 Ryan Ranch Road Monterey, California 93940	(831) 393-7568	(831) 393-7128	www.ctb.com

This Instrument May Be Used to

☒ Screen ☒ Identify

In the Following Ability Areas

☒ Superior Cognitive
☒ Specific Academic
☐ Creative Thinking

Visual or Performing Arts
☐ Music ☐ Dance
☐ Theater ☐ Visual Arts

Instrument Type

☐ Intelligence Test ☒ Achievement Test ☐ Checklist ☐ Above Grade-Level ☐ Display of Work, Audition, or Performance

This Instrument Is Designed for	*Age/Grade*	*Administration Time*
☐ Individuals ☒ Groups	Grades K-12	Identification: 1.5 hours for K-10; 3.5 hours for 11th; 4.5 hours for 12th Screening: 2.5 hours

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and the publisher's instructions

Scoring Information Available from Publisher	*Date of Norming*	*Copyright Date*
☒ Standard Deviation ☒ Standard Scores ☒ Standard Error of Measure (SEM) ☒ Percentiles	1992	1992

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

Name of Instrument

Clark's Drawing Abilities Test

ID Number	Publisher	Telephone	Fax	E-Mail/Web Site
40	Arts Publishing Company, C/O E. Zimmerman 3240 North Ramble Road East Bloomington, Indiana 47408	(812) 336-0387	(812) 856-8116	clarkgil@indiana.edu

This Instrument May Be Used to

☒ Screen ☒ Identify

In the Following Ability Areas

☐ Superior Cognitive
☐ Specific Academic
☐ Creative Thinking

Visual or Performing Arts
☐ Music ☐ Dance
☐ Theater ☒ Visual Arts

Instrument Type

☐ Intelligence Test ☐ Achievement Test ☐ Checklist ☐ Above Grade-Level ☒ Display of Work, Audition, or Performance

This Instrument Is Designed for	Age/Grade	Administration Time
☒ Individuals ☐ Groups	Grades K-12	

Identification/Screening Criteria

Sent to the publisher for scoring

Scoring Information Available from Publisher	Date of Norming	Copyright Date
☐ Standard Deviation ☐ Standard Scores ☐ Standard Error of Measure (SEM) ☐ Percentiles	N/A	1995

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

60

61

Name of Instrument

Cognitive Abilities Test (CogAT), Form 5

ID Number	Publisher	Telephone	Fax	E-Mail/Web Site
11	Riverside Publishing (a Houghton Mifflin Company) 425 Spring Lake Drive Itasca, Illinois 60143-2079	(800) 323-9540	(630) 467-7792	www.riverpub.com

This Instrument May Be Used to

☒ Screen ☒ Identify

In the Following Ability Areas

☒ Superior Cognitive
☐ Specific Academic
☒ Creative Thinking

Visual or Performing Arts
☐ Music ☐ Dance
☐ Theater ☐ Visual Arts

Instrument Type

☒ Intelligence Test ☐ Achievement Test ☐ Checklist ☐ Above Grade-Level ☐ Display of Work, Audition, or Performance

This Instrument Is Designed for	Age/Grade	Administration Time
☒ Individuals ☒ Groups	Grades K-12	2-2.5 hours

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and the publisher's instructions. For special populations only: The Nonverbal Battery score alone can be used for screening and identification.

Scoring Information Available from Publisher	Date of Norming	Copyright Date
☐ Standard Deviation ☒ Standard Scores ☒ Standard Error of Measure (SEM) ☒ Percentiles	1992	1993

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

Name of Instrument

Cognitive Abilities Test (CogAT) Nonverbal Battery, Edicion en Espanol

ID Number	Publisher	Telephone	Fax	E-Mail/Web Site
12	Riverside Publishing (a Houghton Mifflin Company) 425 Spring Lake Drive Itasca, Illinois 60143-2079	(800) 323-9540	(630) 467-7792	www.riverpub.com

This Instrument May Be Used to

☒ Screen ☒ Identify

In the Following Ability Areas

☒ Superior Cognitive
☐ Specific Academic
☒ Creative Thinking

Visual or Performing Arts
☐ Music ☐ Dance
☐ Theater ☐ Visual Arts

Instrument Type

☒ Intelligence Test ☐ Achievement Test ☐ Checklist ☐ Above Grade-Level ☐ Display of Work, Audition, or Performance

This Instrument Is Designed for	Age/Grade	Administration Time
☒ Individuals ☒ Groups	Grades K-12	Approximately 30 minutes

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and the publisher's instructions

Scoring Information Available from Publisher		Date of Norming	Copyright Date
☐ Standard Deviation ☒ Standard Error of Measure (SEM)	☒ Standard Scores ☒ Percentiles	1992	1993

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

04

05

Name of Instrument

Comprehensive Test of Basic Skills (CTBS/4)

ID Number	*Publisher*	*Telephone*	*Fax*	*E-Mail/Web Site*
54	CTB/McGraw Hill 20 Ryan Ranch Road Monterey, California 93940	(831) 393-7568	(831) 393-7128	www.ctb.com

This Instrument May Be Used to

☒ Screen ☒ Identify

In the Following Ability Areas

☒ Superior Cognitive
☒ Specific Academic
☐ Creative Thinking

Visual or Performing Arts
☐ Music ☐ Dance
☐ Theater ☐ Visual Arts

Instrument Type

☐ Intelligence Test ☒ Achievement Test ☐ Checklist ☐ Above Grade-Level ☐ Display of Work, Audition, or Performance

This Instrument Is Designed for

☐ Individuals ☒ Groups

Age/Grade

Grades K-12

Administration Time

Complete Battery: 5 hours (1.5 hrs. for 10th & K, 3.5 hrs. for 11th, and 4.5 hrs. for 12th)
Survey Form: 2.5 hours (1 hour for 10th & K)

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and the publisher's instructions

Scoring Information Available from Publisher	*Date of Norming*	*Copyright Date*
☒ Standard Deviation ☒ Standard Scores ☒ Standard Error of Measure (SEM) ☐ Percentiles	1989	1989

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

Name of Instrument

Comprehensive Testing Program, 3rd Edition (CTPIII)

ID Number	*Publisher*	*Telephone*	*Fax*	*E-Mail/Web Site*
23	Educational Records Bureau (ERB) 220 East 42nd Street, Suite 100 New York, New York 10017	(216) 672-9808	(212) 370-4096	www.erbtest.org

This Instrument May Be Used to

☒ Screen ☐ Identify

In the Following Ability Areas

☒ Superior Cognitive
☒ Specific Academic
☒ Creative Thinking

Visual or Performing Arts
☐ Music ☐ Dance
☐ Theater ☐ Visual Arts

Instrument Type

☒ Intelligence Test ☒ Achievement Test ☐ Checklist ☐ Above Grade-Level ☐ Display of Work, Audition, or Performance

This Instrument Is Designed for	*Age/Grade*	*Administration Time*
☐ Individuals ☒ Groups	Grades 1-12	255-290 minutes for Grade 3; untimed for other grades

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and the publisher's instructions

Scoring Information Available from Publisher	*Date of Norming*	*Copyright Date*
☒ Standard Deviation ☒ Standard Scores ☒ Standard Error of Measure (SEM) ☒ Percentiles	1988-1989	1992

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

C8

C9

Name of Instrument

Dance Talent Assessment Process (DTAP)

ID Number	Publisher	Telephone	Fax	E-Mail/Web Site
42	Arts Connection, Attn: Barry Oreck 120 West 46th Street New York, New York 10036	(212) 302-7433	(212) 302-1132	barryoreck@aol.com

This Instrument May Be Used to

☒ Screen ☒ Identify

In the Following Ability Areas

☐ Superior Cognitive
☐ Specific Academic
☐ Creative Thinking

Visual or Performing Arts
☐ Music ☒ Dance
☐ Theater ☐ Visual Arts

Instrument Type

☐ Intelligence Test ☐ Achievement Test ☐ Checklist ☐ Above Grade-Level ☒ Display of Work, Audition, or Performance

This Instrument Is Designed for	Age/Grade	Administration Time
☐ Individuals ☒ Groups	Grades K-12	Takes 2-3 observers per session for five 45-minute sessions (occurs during regular class time). Observers meet afterward for consensus scoring.

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and the publisher's instructions

Scoring Information Available from Publisher	Date of Norming	Copyright Date
☐ Standard Deviation ☐ Standard Scores ☐ Standard Error of Measure (SEM) ☐ Percentiles	1991-1992	1993

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

Name of Instrument

Das-Naglieri Cognitive Assessment Systems (CAS)

ID Number	*Publisher*	*Telephone*	*Fax*	*E-Mail/Web Site*
13	Riverside Publishing (a Houghton Mifflin Company) 425 Spring Lake Drive Itasca, Illinois 60143-2079	(800) 323-9540	(630) 467-7792	www.riverpub.com

This Instrument May Be Used to

☒ Screen ☒ Identify

In the Following Ability Areas

☒ Superior Cognitive
☐ Specific Academic
☒ Creative Thinking

Visual or Performing Arts
☐ Music ☐ Dance
☐ Theater ☐ Visual Arts

Instrument Type

☒ Intelligence Test ☐ Achievement Test ☐ Checklist ☐ Above Grade-Level ☐ Display of Work, Audition, or Performance

This Instrument Is Designed for	*Age/Grade*	*Administration Time*
☒ Individuals ☐ Groups	Ages 5-17	40 minutes for basic battery, and 60 minutes for standard battery

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and the publisher's instructions

Scoring Information Available from Publisher	*Date of Norming*	*Copyright Date*
☒ Standard Deviation ☒ Standard Scores ☒ Standard Error of Measure (SEM) ☒ Percentiles	1992-1996	1997

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

Name of Instrument

Differential Ability Scales (DAS)

ID Number	*Publisher*	*Telephone*	*Fax*	*E-Mail/Web Site*
14	The Psychological Corp. (Harcourt Educational Measurement) 555 Academic Court San Antonio, Texas 78204-2498	(800) 572-5373 (513) 755-8970	(513) 775-8971	www.harcourt.com/assessment

This Instrument May Be Used to

☒ Screen ☒ Identify

In the Following Ability Areas

☒ Superior Cognitive
☐ Specific Academic
☒ Creative Thinking

Visual or Performing Arts
☐ Music ☐ Dance
☐ Theater ☐ Visual Arts

Instrument Type

☒ Intelligence Test ☐ Achievement Test ☐ Checklist ☒ Above Grade-Level ☐ Display of Work, Audition, or Performance

This Instrument Is Designed for	*Age/Grade*	*Administration Time*
☒ Individuals ☐ Groups	Ages 6-17.11	45-65 minutes

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and the publisher's instructions

Scoring Information Available from Publisher	*Date of Norming*	*Copyright Date*
☒ Standard Deviation ☒ Standard Scores ☒ Standard Error of Measure (SEM) ☒ Percentiles	1988-1989	1990

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

Name of Instrument

Display of Work, Audition, or Performance (Observation or Evaluation)

ID Number	*Publisher*	*Telephone*	*Fax*	*E-Mail/Web Site*
47	C/O Visual and Performing Arts Consultants ODE, Office of Curriculum and Assessment 65 South Front Street, Room 1009, Columbus, Ohio 43215	(614) 466-2761 (877) 772-7771 (toll free)	(614) 728-3055	www.ode.state.oh.us

This Instrument May Be Used to

☒ Screen ☒ Identify

In the Following Ability Areas

☐ Superior Cognitive
☐ Specific Academic
☐ Creative Thinking

Visual or Performing Arts
☒ Music ☒ Dance
☒ Theater ☒ Visual Arts

Instrument Type

☐ Intelligence Test ☐ Achievement Test ☐ Checklist ☐ Above Grade-Level ☒ Display of Work, Audition, or Performance

This Instrument Is Designed for	*Age/Grade*	*Administration Time*
☒ Individuals ☒ Groups	Grades K-12	Length of audition, performance, observation, or evaluation

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and *Guidelines from the Ohio Department of Education for Trained Individuals* (available after April 17, 2000)

Scoring Information Available from Publisher		*Date of Norming*	*Copyright Date*
☐ Standard Deviation ☐ Standard Error of Measure (SEM)	☐ Standard Scores ☐ Percentiles	N/A	N/A

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

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Name of Instrument

EXPLORE

ID Number	Publisher	Telephone	Fax	E-Mail/Web Site
24	ACT National Office 2201 North Dodge Street, PO Box 168 Iowa City, Iowa 52243-0168	(319) 337-1458	(319) 339-3021	www.act.org

This Instrument May Be Used to

☐ Screen ☒ Identify

In the Following Ability Areas

☒ Superior Cognitive
☒ Specific Academic
☐ Creative Thinking

Visual or Performing Arts
☐ Music ☐ Dance
☐ Theater ☐ Visual Arts

Instrument Type

☐ Intelligence Test ☒ Achievement Test ☐ Checklist ☒ Above Grade-Level ☐ Display of Work, Audition, or Performance

This Instrument Is Designed for	Age/Grade	Administration Time
☐ Individuals ☒ Groups	Grades 3-9	3 hours

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and the publisher's instructions. For above grade-level testing, use the two digit standard score at the 95th percentile at grades 3 through 9.

Scoring Information Available from Publisher	Date of Norming	Copyright Date
☒ Standard Deviation ☐ Standard Scores ☒ Standard Error of Measure (SEM) ☒ Percentiles	National norms 1995 to present with new norms annually	New form annually

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

Name of Instrument

Gifted and Talented Evaluation Scale (GATES)

Creative Thinking: Section IV, Items 21-30
Visual or Performing Arts: Section IV, Items 41-50

ID Number	Publisher	Telephone	Fax	E-Mail/Web Site
41	Pro-Ed 8700 Shoal Creek Boulevard Austin, Texas 78757-6897	(512) 451-3246 (800) 897-3202	(512) 451-8542	www.proedinc.com

This Instrument May Be Used to

☒ Screen ☒ Identify

In the Following Ability Areas

☐ Superior Cognitive
☐ Specific Academic
☒ Creative Thinking (Section IV, Items 21-30)

Visual or Performing Arts (Section IV, Items 41-50)
☒ Music ☒ Dance
☒ Theater ☒ Visual Arts

Instrument Type

☐ Intelligence Test ☐ Achievement Test ☒ Checklist ☐ Above Grade-Level ☐ Display of Work, Audition, or Performance

This Instrument Is Designed for	Age/Grade	Administration Time
☒ Individuals ☐ Groups	Ages 5-18	10-15 minutes

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and the following cutoff scores:

	Screening	Identification
Creative Thinking (Section 3):	65	83
Visual or Performing Arts (Section 5):	57	78

Scoring Information Available from Publisher	Date of Norming	Copyright Date
☐ Standard Deviation ☒ Standard Scores ☒ Standard Error of Measure (SEM) ☒ Percentiles	1995	1996

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

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Name of Instrument

Iowa Tests of Basic Skills (ITBS), Form K/L/M, Complete Battery

ID Number	Publisher	Telephone	Fax	E-Mail/Web Site
25	Riverside Publishing (a Houghton Mifflin Company) 425 Spring Lake Drive Itasca, Illinois 60143-2079	(800) 323-9540	(630) 467-7792	www.riverpub.com

This Instrument May Be Used to

☒ Screen ☒ Identify

In the Following Ability Areas

☒ Superior Cognitive
☒ Specific Academic
☐ Creative Thinking

Visual or Performing Arts
☐ Music ☐ Dance
☐ Theater ☐ Visual Arts

Instrument Type

☐ Intelligence Test ☒ Achievement Test ☐ Checklist ☐ Above Grade-Level ☐ Display of Work, Audition, or Performance

This Instrument Is Designed for	Age/Grade	Administration Time
☒ Individuals ☒ Groups	Grades K-9	About 130 mins. for grade 5; about 173 mins. for grade 6; about 270 mins. for grade 7; about 275 mins. for grade 8; 295-310 mins. for grades 9-12

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and the publisher's instructions

Scoring Information Available from Publisher		Date of Norming	Copyright Date
☐ Standard Deviation ☒ Standard Error of Measure (SEM)	☒ Standard Scores ☒ Percentiles	1995	1996

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

Name of Instrument

Iowa Tests of Basic Skills (ITBS), Form K/L/M, Survey Battery

ID Number	*Publisher*	*Telephone*	*Fax*	*E-Mail/Web Site*
26	Riverside Publishing (a Houghton Mifflin Company) 425 Spring Lake Drive Itasca, Illinois 60143-2079	(800) 323-9540	(630) 467-7792	www.riverpub.com

This Instrument May Be Used to

☒ Screen ☐ Identify

In the Following Ability Areas

☒ Superior Cognitive
☒ Specific Academic
☐ Creative Thinking

Visual or Performing Arts
☐ Music ☐ Dance
☐ Theater ☐ Visual Arts

Instrument Type

☐ Intelligence Test ☒ Achievement Test ☐ Checklist ☐ Above Grade-Level ☐ Display of Work, Audition, or Performance

This Instrument Is Designed for	*Age/Grade*	*Administration Time*
☐ Individuals ☒ Groups	Grades 1-9	100 minutes

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and the publisher's instructions

Scoring Information Available from Publisher	*Date of Norming*	*Copyright Date*
☐ Standard Deviation ☒ Standard Scores ☒ Standard Error of Measure (SEM) ☒ Percentiles	1995	1996

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

Name of Instrument

Iowa Tests of Educational Development (ITED), Form K/L/M, Complete Battery

ID Number	*Publisher*	*Telephone*	*Fax*	*E-Mail/Web Site*
27	Riverside Publishing (a Houghton Mifflin Company) 425 Spring Lake Drive Itasca, Illinois 60143-2079	(800) 323-9540	(630) 467-7792	www.riverpub.com

This Instrument May Be Used to

☒ Screen ☒ Identify

In the Following Ability Areas

☒ Superior Cognitive
☒ Specific Academic
☐ Creative Thinking

Visual or Performing Arts
☐ Music ☐ Dance
☐ Theater ☐ Visual Arts

Instrument Type

☐ Intelligence Test ☒ Achievement Test ☐ Checklist ☐ Above Grade-Level ☐ Display of Work, Audition, or Performance

This Instrument Is Designed for	*Age/Grade*	*Administration Time*
☒ Individuals ☒ Groups	Grades 9-12	3 hours and 55 minutes

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and the publisher's instructions

Scoring Information Available from Publisher	*Date of Norming*	*Copyright Date*
☐ Standard Deviation ☒ Standard Scores ☒ Standard Error of Measure (SEM) ☒ Percentiles	1995	1996

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

Name of Instrument

Iowa Tests of Educational Development (ITED), Form K/L/M, Survey Battery

ID Number	Publisher	Telephone	Fax	E-Mail/Web Site
28	Riverside Publishing (a Houghton Mifflin Company) 425 Spring Lake Drive Itasca, Illinois 60143-2079	(800) 323-9540	(630) 467-7792	www.riverpub.com

This Instrument May Be Used to

☒ Screen ☐ Identify

In the Following Ability Areas

☒ Superior Cognitive
☒ Specific Academic
☐ Creative Thinking

Visual or Performing Arts
☐ Music ☐ Dance
☐ Theater ☐ Visual Arts

Instrument Type

☐ Intelligence Test ☒ Achievement Test ☐ Checklist ☐ Above Grade-Level ☐ Display of Work, Audition, or Performance

This Instrument Is Designed for	Age/Grade	Administration Time
☒ Individuals ☒ Groups	Grades 9-12	3 hours and 55 minutes

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and the publisher's instructions

Scoring Information Available from Publisher	Date of Norming	Copyright Date
☐ Standard Deviation ☒ Standard Scores ☒ Standard Error of Measure (SEM) ☒ Percentiles	1995	1996

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

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Name of Instrument

Kaufman Brief Intelligence Test (K-BIT)

ID Number	*Publisher*	*Telephone*	*Fax*	*E-Mail/Web Site*
15	American Guidance Service 4201 Woodland Road Circle Pines, Minnesota 55014	(800) 328-2560	(612) 783-5567	www.agsnet.com

This Instrument May Be Used to

☒ Screen ☐ Identify

In the Following Ability Areas

☒ Superior Cognitive
☐ Specific Academic
☒ Creative Thinking

Visual or Performing Arts
☐ Music ☐ Dance
☐ Theater ☐ Visual Arts

Instrument Type

☒ Intelligence Test ☐ Achievement Test ☐ Checklist ☐ Above Grade-Level ☐ Display of Work, Audition, or Performance

This Instrument Is Designed for	*Age/Grade*	*Administration Time*
☒ Individuals ☐ Groups	Ages 4-adult	15-30 minutes

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and the publisher's instructions

Scoring Information Available from Publisher	*Date of Norming*	*Copyright Date*
☒ Standard Deviation ☒ Standard Scores ☒ Standard Error of Measure (SEM) ☒ Percentiles	1989	1990

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

Name of Instrument

Leiter International Performance Scale-Revised (Leiter-R)

ID Number	Publisher	Telephone	Fax	E-Mail/Web Site
16	Stoelting Company 620 Wheat Lane Wood Dale, Illinois 60191	(630) 860-9700	(630) 860-9775	www.stoeltingco.com

This Instrument May Be Used to

☒ Screen ☒ Identify

In the Following Ability Areas

☒ Superior Cognitive
☐ Specific Academic
☒ Creative Thinking

Visual or Performing Arts
☐ Music ☐ Dance
☐ Theater ☐ Visual Arts

Instrument Type

☒ Intelligence Test ☐ Achievement Test ☐ Checklist ☐ Above Grade-Level ☐ Display of Work, Audition, or Performance

This Instrument Is Designed for	Age/Grade	Administration Time
☒ Individuals ☐ Groups	Ages 2-20.11	40 minutes

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and the publisher's instructions

Scoring Information Available from Publisher	Date of Norming	Copyright Date
☒ Standard Deviation ☒ Standard Scores ☒ Standard Error of Measure (SEM) ☒ Percentiles	1996	1997

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

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Name of Instrument

Metropolitan Achievement Tests, Seventh Edition

ID Number	*Publisher*	*Telephone*	*Fax*	*E-Mail/Web Site*
29	The Psychological Corp. (Harcourt Educational Measurement) 555 Academic Court San Antonio, Texas 78204-2498	(800) 572-5373 (513) 755-8970	(513) 755-8971	www.harcourt.com/assessment

This Instrument May Be Used to

☒ Screen ☒ Identify

In the Following Ability Areas

☒ Superior Cognitive
☒ Specific Academic
☐ Creative Thinking

Visual or Performing Arts
☐ Music ☐ Dance
☐ Theater ☐ Visual Arts

Instrument Type

☐ Intelligence Test ☒ Achievement Test ☐ Checklist ☐ Above Grade-Level ☐ Display of Work, Audition, or Performance

This Instrument Is Designed for	*Age/Grade*	*Administration Time*
☒ Individuals ☒ Groups	Grades K-12	Approximately 4 hours

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and the publisher's instructions

Scoring Information Available from Publisher	*Date of Norming*	*Copyright Date*
☒ Standard Deviation ☐ Standard Scores ☒ Standard Error of Measure (SEM) ☒ Percentiles	1992	1992

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

Name of Instrument

Music Talent Assessment Process (MTAP)

ID Number	*Publisher*	*Telephone*	*Fax*	*E-Mail/Web Site*
45	Arts Connection, Attn: Barry Oreck 120 West 46th Street New York, New York 10036	(212) 302-7433	(212) 302-1132	barryoreck@aol.com

This Instrument May Be Used to

☒ Screen ☒ Identify

In the Following Ability Areas

☐ Superior Cognitive
☐ Specific Academic
☐ Creative Thinking

Visual or Performing Arts
☒ Music ☐ Dance
☐ Theater ☐ Visual Arts

Instrument Type

☐ Intelligence Test ☐ Achievement Test ☐ Checklist ☐ Above Grade-Level ☒ Display of Work, Audition, or Performance

This Instrument Is Designed for	*Age/Grade*	*Administration Time*
☐ Individuals ☒ Groups	Grades K-12	Takes 2-3 observers per session for five 45-minute sessions (occurs during regular class time). Observers meet afterward for consensus scoring.

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and the publisher's instructions

Scoring Information Available from Publisher	*Date of Norming*	*Copyright Date*
☐ Standard Deviation ☐ Standard Scores ☐ Standard Error of Measure (SEM) ☐ Percentiles	1992-1993	1991

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

Name of Instrument

Ohio Department of Education Music Performance Rubric, Forms A and B (formerly ODE Music Adjudicator's Rating Sheets) (Contained in Appendix C)

ID Number	*Publisher*	*Telephone*	*Fax*	*E-Mail/Web Site*
44	C/O Visual & Performing Arts Consultants ODE, Center for Curriculum and Assessment 65 South Front Street, Room 1009, Columbus, Ohio 43235	(614) 466-2761 (877) 644-6338 (toll free)	(614) 728-3058	www.ode.state.oh.us

This Instrument May Be Used to

☒ Screen ☒ Identify

In the Following Ability Areas

☐ Superior Cognitive
☐ Specific Academic
☐ Creative Thinking

Visual or Performing Arts
☒ Music ☐ Dance
☐ Theater ☐ Visual Arts

Instrument Type

☐ Intelligence Test ☐ Achievement Test ☐ Checklist ☐ Above Grade-Level ☒ Display of Work, Audition, or Performance

This Instrument Is Designed for

☒ Individuals ☐ Groups

Age/Grade

Grades 5-12: Form A
Grades K-4: Form B

Administration Time

Length of performance

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and a superior rating for identification

Scoring Information Available from Publisher

☐ Standard Deviation ☐ Standard Scores
☐ Standard Error of Measure (SEM) ☐ Percentiles

Date of Norming

N/A

Copyright Date

N/A

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

Name of Instrument

Otis-Lennon School Ability Test, Seventh Edition

ID Number	Publisher	Telephone	Fax	E-Mail/Web Site
53	Psychological Corp. (Harcourt Educational Measure) 555 Academic Court San Antonio, Texas 78204-2498	(800) 572-5373	(513) 755-8971	www.harcourt.com/assessment

This Instrument May Be Used to

☒ Screen ☒ Identify

In the Following Ability Areas

☒ Superior Cognitive
☐ Specific Academic
☒ Creative Thinking

Visual or Performing Arts
☐ Music ☐ Dance
☐ Theater ☐ Visual Arts

Instrument Type

☒ Intelligence Test ☐ Achievement Test ☐ Checklist ☐ Above Grade-Level ☐ Display of Work, Audition, or Performance

This Instrument Is Designed for	Age/Grade	Administration Time
☒ Individuals ☒ Groups	Grades K-12	75 minutes

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and the publisher's instructions

Scoring Information Available from Publisher	Date of Norming	Copyright Date
☒ Standard Deviation ☒ Standard Scores ☒ Standard Error of Measure (SEM) ☒ Percentiles	1995	1996

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

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Name of Instrument

Otis-Lennon School Ability Test, Sixth Edition

ID Number	*Publisher*	*Telephone*	*Fax*	*E-Mail/Web Site*
49	Psychological Corp. (Harcourt Educational Measure) 555 Academic Court San Antonio, Texas 78204-2498	(800) 572-5373	(513) 755-8971	www.harcourt.com/assessment

This Instrument May Be Used to

☒ Screen ☒ Identify

In the Following Ability Areas

☒ Superior Cognitive
☐ Specific Academic
☒ Creative Thinking

Visual or Performing Arts
☐ Music ☐ Dance
☐ Theater ☐ Visual Arts

Instrument Type

☒ Intelligence Test ☐ Achievement Test ☐ Checklist ☐ Above Grade-Level ☐ Display of Work, Audition, or Performance

This Instrument Is Designed for	*Age/Grade*	*Administration Time*
☒ Individuals ☒ Groups	Grades K-12	75 minutes

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and the publisher's instructions

Scoring Information Available from Publisher	*Date of Norming*	*Copyright Date*
☒ Standard Deviation ☒ Standard Scores ☒ Standard Error of Measure (SEM) ☒ Percentiles	1988	1988

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

Name of Instrument

PLAN

ID Number	Publisher	Telephone	Fax	E-Mail/Web Site
30	ACT National Office 2201 North Dodge Street, PO Box 168 Iowa City, Iowa 52243-0168	(319) 337-1458	(319) 339-3021	www.act.org

This Instrument May Be Used to

☐ Screen ☒ Identify

In the Following Ability Areas

☒ Superior Cognitive
☒ Specific Academic
☐ Creative Thinking

Visual or Performing Arts
☐ Music ☐ Dance
☐ Theater ☐ Visual Arts

Instrument Type

☐ Intelligence Test ☒ Achievement Test ☐ Checklist ☒ Above Grade-Level ☐ Display of Work, Audition, or Performance

This Instrument Is Designed for	Age/Grade	Administration Time
☐ Individuals ☒ Groups	Grades 6-10	3 hours

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and the publisher's instructions. For above grade-level testing use the two digit standard score at the 95th percentile at grades 6 through 10.

Scoring Information Available from Publisher	Date of Norming	Copyright Date
☒ Standard Deviation ☒ Standard Scores ☒ Standard Error of Measure (SEM) ☒ Percentiles	National norms 1995 to present with new norms annually	New form annually

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

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Person(s) Responsible for Overseeing Administration of This Instrument

Name of Instrument

Raven's Progressive Matrices (Standard and Advanced Form)

ID Number	Publisher	Telephone	Fax	E-Mail/Web Site
17	The Psychological Corp. (Harcourt Educational Measurement) 555 Academic Court San Antonio, Texas 78204-2498	(800) 572-5373 (513) 755-8970	(513) 755-8971	www.harcourt.com/assessment

This Instrument May Be Used to

☒ Screen ☒ Identify

In the Following Ability Areas

☒ Superior Cognitive
☐ Specific Academic
☒ Creative Thinking

Visual or Performing Arts
☐ Music ☐ Dance
☐ Theater ☐ Visual Arts

Instrument Type

☒ Intelligence Test ☐ Achievement Test ☐ Checklist ☐ Above Grade-Level ☐ Display of Work, Audition, or Performance

This Instrument Is Designed for

☒ Individuals ☒ Groups

Age/Grade

Standard: Ages 6.5-19.5
Advanced: Ages 12-16

Administration Time

Untimed (20-45 minutes)

Identification/Screening Criteria

Identification: Use table on page 98, *Research Supplement 3: American and International Norms*, of the publisher's manual. Use a score of 130.

Scoring Information Available from Publisher

☐ Standard Deviation ☐ Standard Scores
☐ Standard Error of Measure (SEM) ☒ Percentiles

Date of Norming

1986

Copyright Date

1998

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

Name of Instrument

SAT I Reasoning Test

ID Number	Publisher	Telephone	Fax	E-Mail/Web Site
31	The College Board 45 Columbus Avenue New York, New York 10023	(212) 713-8193	(212) 649-8427	www.collegeboard.org

This Instrument May Be Used to

☒ Screen ☒ Identify

In the Following Ability Areas

☒ Superior Cognitive
☒ Specific Academic
☐ Creative Thinking

Visual or Performing Arts
☐ Music ☐ Dance
☐ Theater ☐ Visual Arts

Instrument Type

☐ Intelligence Test ☒ Achievement Test ☐ Checklist ☒ Above Grade-Level ☐ Display of Work, Audition, or Performance

This Instrument Is Designed for	Age/Grade	Administration Time
☐ Individuals ☒ Groups	Designed for grades 11-12; used in grades 6-8 for talent search	3 hours

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and the following scores when used as an out of grade-level test:

Identification:	Grades 6-8	Grade 9	Grades 10-11	Grade 12
Verbal:	450	550	700	700
Math:	450	550	700	700

Scoring Information Available from Publisher	Date of Norming	Copyright Date
☒ Standard Deviation ☒ Standard Scores ☒ Standard Error of Measure (SEM) ☒ Percentiles	Yearly	1999

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

Name of Instrument

Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS), 1997 Version

Creativity: Part II Musical: Part VI
Dramatic: Part VII Artistic: Part V

ID Number	Publisher	Telephone	Fax	E-Mail/Web Site
39	Creative Learning Press PO Box 320 Mansfield Center, Connecticut 06250	(860) 429-8118	(860) 429-7783	clp@neca.com

This Instrument May Be Used to

☒ Screen ☒ Identify

In the Following Ability Areas

☐ Superior Cognitive
☐ Specific Academic
☒ Creative Thinking (Part II)

Visual or Performing Arts
☒ Music (Part VI) ☐ Dance
☒ Theater (Part VII) ☒ Visual Arts (Part V)

Instrument Type

☐ Intelligence Test ☐ Achievement Test ☒ Checklist ☐ Above Grade-Level ☐ Display of Work, Audition, or Performance

This Instrument Is Designed for	Age/Grade	Administration Time
☒ Individuals ☒ Groups	Grades K-12	10-15 minutes

Identification/Screening Criteria In accordance with OAC 3301-51-15 and the following cutoff scores (raw scores):

	Screening	Identification		Screening	Identification
Creativity, Part II:	32	43	Artistic, Part V:	40	53
Musical, Part VI:	25	34	Dramatic, Part VII	36	48

Calculated as:
60% of raw score for screening
80% percent of raw score for identification

Scoring Information Available from Publisher	Date of Norming	Copyright Date
☐ Standard Deviation ☐ Standard Scores ☐ Standard Error of Measure (SEM) ☐ Percentiles	N/A	1997

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

Name of Instrument

Stanford Achievement Test Series, Ninth Edition

ID Number	Publisher	Telephone	Fax	E-Mail/Web Site
33	The Psychological Corp. (Harcourt Educational Measurement) 555 Academic Court San Antonio, Texas 78204-2498	(800) 572-5373 (513) 755-8970	(513) 755-8971	www.harcourt.com/assessment

This Instrument May Be Used to

☒ Screen ☒ Identify

In the Following Ability Areas

☒ Superior Cognitive
☒ Specific Academic
☐ Creative Thinking

Visual or Performing Arts
☐ Music ☐ Dance
☐ Theater ☐ Visual Arts

Instrument Type

☐ Intelligence Test ☒ Achievement Test ☐ Checklist ☐ Above Grade-Level ☐ Display of Work, Audition, or Performance

This Instrument Is Designed for	Age/Grade	Administration Time
☒ Individuals ☒ Groups	Grades K-12	Approximately 5 – 5.5 hours

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and the publisher's instructions

Scoring Information Available from Publisher		Date of Norming	Copyright Date
☒ Standard Deviation ☒ Standard Error of Measure (SEM)	☐ Standard Scores ☒ Percentiles	1995	1996

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

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Person(s) Responsible for Overseeing Administration of This Instrument

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Name of Instrument

Stanford Achievement Test Series, Ninth Edition, Abbreviated Battery

ID Number	Publisher	Telephone	Fax	E-Mail/Web Site
32	The Psychological Corp. (Harcourt Educational Measurement) 555 Academic Court San Antonio, Texas 78204-2498	(800) 572-5373 (513) 755-8970	(513) 755-8971	www.harcourt.com/assessment

This Instrument May Be Used to

☒ Screen ☐ Identify

In the Following Ability Areas

☒ Superior Cognitive
☒ Specific Academic
☐ Creative Thinking

Visual or Performing Arts
☐ Music ☐ Dance
☐ Theater ☐ Visual Arts

Instrument Type

☐ Intelligence Test ☒ Achievement Test ☐ Checklist ☐ Above Grade-Level ☐ Display of Work, Audition, or Performance

This Instrument Is Designed for	Age/Grade	Administration Time
☒ Individuals ☒ Groups	Grades 1-12	2 hours

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and the publisher's instructions

Scoring Information Available from Publisher		Date of Norming	Copyright Date
☒ Standard Deviation ☒ Standard Error of Measure (SEM)	☐ Standard Scores ☒ Percentiles	1995	1996

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

Name of Instrument

Stanford Achievement Test Series, Ninth Edition, Form SA

ID Number	*Publisher*	*Telephone*	*Fax*	*E-Mail/Web Site*
34	The Psychological Corp. (Harcourt Educational Measurement) 555 Academic Court San Antonio, Texas 78204-2498	(800) 572-5373 (513) 755-8970	(513) 755-8971	www.harcourt.com/assessment

This Instrument May Be Used to

☒ Screen ☒ Identify

In the Following Ability Areas

☒ Superior Cognitive
☒ Specific Academic
☐ Creative Thinking

Visual or Performing Arts
☐ Music ☐ Dance
☐ Theater ☐ Visual Arts

Instrument Type

☐ Intelligence Test ☒ Achievement Test ☐ Checklist ☐ Above Grade-Level ☐ Display of Work, Audition, or Performance

This Instrument Is Designed for	*Age/Grade*	*Administration Time*
☒ Individuals ☒ Groups	Grades K-12	Approximately 5 – 5.5 hours

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and the publisher's instructions

Scoring Information Available from Publisher	*Date of Norming*	*Copyright Date*
☒ Standard Deviation ☐ Standard Scores ☒ Standard Error of Measure (SEM) ☒ Percentiles	1995	1996

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

Name of Instrument

Stanford-Binet Intelligence Scale: Fourth Edition

ID Number	Publisher	Telephone	Fax	E-Mail/Web Site
18	Riverside Publishing (a Houghton Mifflin Company) 425 Spring Lake Drive Itasca, Illinois 60143-2079	(800) 323-9540		www.riverpub.com

This Instrument May Be Used to

☒ Screen ☒ Identify

In the Following Ability Areas

☒ Superior Cognitive
☐ Specific Academic
☒ Creative Thinking

Visual or Performing Arts
☐ Music ☐ Dance
☐ Theater ☐ Visual Arts

Instrument Type

☒ Intelligence Test ☐ Achievement Test ☐ Checklist ☐ Above Grade-Level ☐ Display of Work, Audition, or Performance

This Instrument is Designed for	Age/Grade	Administration Time
☒ Individuals ☐ Groups	Ages 2-23	60-90 minutes

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and the publisher's instructions

Scoring Information Available from Publisher	Date of Norming	Copyright Date
☒ Standard Deviation ☒ Standard Scores ☒ Standard Error of Measure (SEM) ☒ Percentiles	1985	1986

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

Name of Instrument

Terra Nova (CTBS/5)

ID Number	Publisher	Telephone	Fax	E-Mail/Web Site
35	CTB/McGraw Hill 20 Ryan Ranch Road Monterey, California 93940	(831) 393-7568	(831) 393-7128	www.ctb.com

This Instrument May Be Used to

☒ Screen ☒ Identify

In the Following Ability Areas

☒ Superior Cognitive
☒ Specific Academic
☐ Creative Thinking

Visual or Performing Arts
☐ Music ☐ Dance
☐ Theater ☐ Visual Arts

Instrument Type

☐ Intelligence Test ☒ Achievement Test ☐ Checklist ☐ Above Grade-Level ☐ Display of Work, Audition, or Performance

This Instrument Is Designed for	Age/Grade	Administration Time
☐ Individuals ☒ Groups	Grades K-12	Multiple assessments: 4-5.5 hours Complete battery: 3-4 hours Survey: 2.5 hours

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and the publisher's instructions

Scoring Information Available from Publisher	Date of Norming	Copyright Date
☒ Standard Deviation ☒ Standard Scores ☒ Standard Error of Measure (SEM) ☒ Percentiles	1996	1996

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

120

121

Name of Instrument

Test of Cognitive Skills, Second Edition (TCS/2)

ID Number	*Publisher*	*Telephone*	*Fax*	*E-Mail/Web Site*
56	CTB/McGraw Hill 20 Ryan Ranch Road Monterey, California 93940	(831) 393-7568	(831) 393-7128	www.ctb.com

This Instrument May Be Used to

☒ Screen ☒ Identify

In the Following Ability Areas

☒ Superior Cognitive
☐ Specific Academic
☒ Creative Thinking

Visual or Performing Arts
☐ Music ☐ Dance
☐ Theater ☐ Visual Arts

Instrument Type

☒ Intelligence Test ☐ Achievement Test ☐ Checklist ☐ Above Grade-Level ☐ Display of Work, Audition, or Performance

This Instrument Is Designed for	*Age/Grade*	*Administration Time*
☒ Individuals ☒ Groups	Grades 2-12	50 minutes for level 1; 54 minutes for levels 2-6

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and the publisher's instructions

Scoring Information Available from Publisher	*Date of Norming*	*Copyright Date*
☒ Standard Deviation ☒ Standard Scores ☒ Standard Error of Measure (SEM) ☐ Percentiles	1992	1992

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

Name of Instrument

Tests of Achievement and Proficiency (TAP), Form K/L/M, Complete Battery

ID Number	Publisher	Telephone	Fax	E-Mail/Web Site
37	Riverside Publishing (a Houghton Mifflin Company) 425 Spring Lake Drive Itasca, Illinois 60143-2079	(800) 323-9540	(630) 467-7792	www.riverpub.com

This Instrument May Be Used to

☒ Screen ☒ Identify

In the Following Ability Areas

☒ Superior Cognitive
☒ Specific Academic Ability
☐ Creative Thinking

Visual or Performing Arts
☐ Music ☐ Dance
☐ Theater ☐ Visual Arts

Instrument Type

☐ Intelligence Test ☒ Achievement Test ☐ Checklist ☐ Above Grade-Level ☐ Display of Work, Audition, or Performance

This Instrument Is Designed for	Age/Grade	Administration Time
☒ Individuals ☒ Groups	Grades 9-12	4 hours and 15 minutes

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and the publisher's instructions

Scoring Information Available from Publisher	Date of Norming	Copyright Date
☒ Standard Deviation ☒ Standard Scores ☒ Standard Error of Measure (SEM) ☒ Percentiles	1995	1996

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

Name of Instrument

Tests of Achievement and Proficiency (TAP), Form K/L/M, Survey Battery

ID Number	*Publisher*	*Telephone*	*Fax*	*E-Mail/Web Site*
36	Riverside Publishing (a Houghton Mifflin Company) 425 Spring Lake Drive Itasca, Illinois 60143-2079	(800) 323-9540	(630) 467-7792	www.riverpub.com

This Instrument May Be Used to

☒ Screen ☐ Identify

In the Following Ability Areas

☒ Superior Cognitive
☒ Specific Academic
☐ Creative Thinking

Visual or Performing Arts
☐ Music ☐ Dance
☐ Theater ☐ Visual Arts

Instrument Type

☐ Intelligence Test ☒ Achievement Test ☐ Checklist ☐ Above Grade-Level ☐ Display of Work, Audition, or Performance

This Instrument Is Designed for	*Age/Grade*	*Administration Time*
☒ Individuals ☒ Groups	Grades 9-12	4 hours and 15 minutes

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and the publisher's instructions

Scoring Information Available from Publisher	*Date of Norming*	*Copyright Date*
☒ Standard Deviation ☒ Standard Scores ☒ Standard Error of Measure (SEM) ☒ Percentiles	1995	1996

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

Name of Instrument

Theatre Arts Talent Assessment Process (TTAP)

ID Number	*Publisher*	*Telephone*	*Fax*	*E-Mail/Web Site*
43	Arts Connection, Attn: Barry Oreck 120 West 46th Street New York, New York 10036	(212) 302-7433	(212) 302-1132	barryoreck@aol.com

This Instrument May Be Used to

☒ Screen ☒ Identify

In the Following Ability Areas

☐ Superior Cognitive
☐ Specific Academic
☐ Creative Thinking

Visual or Performing Arts
☐ Music ☐ Dance
☒ Theater ☐ Visual Arts

Instrument Type

☐ Intelligence Test ☐ Achievement Test ☐ Checklist ☐ Above Grade-Level ☒ Display of Work, Audition, or Performance

This Instrument is Designed for

☐ Individuals ☒ Groups

Age/Grade

Grades K-12

Administration Time

Takes 2-3 observers per session for five 45-minute sessions (occurs during regular class time). Observers meet afterward for consensus scoring.

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and the publisher's instructions

Scoring Information Available from Publisher

☐ Standard Deviation
☐ Standard Error of Measure (SEM)
☐ Standard Scores
☐ Percentiles

Date of Norming

1994-1996

Copyright Date

1995

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

Name of Instrument

Wechsler Preschool and Primary Scale of Intelligence-Revised (WPPSI-R)

ID Number	Publisher	Telephone	Fax	E-Mail/Web Site
51	The Psychological Corp. (Harcourt Educational Measurement) 555 Academic Court San Antonio, Texas 78204-2498	(800) 572-5375 (513) 755-3970	(513) 755-3971	www.harcourt.com/assessment

This Instrument May Be Used to

☒ Screen ☒ Identify

In the Following Ability Areas

☒ Superior Cognitive
☐ Specific Academic
☒ Creative Thinking

Visual or Performing Arts
☐ Music ☐ Dance
☐ Theater ☐ Visual Arts

Instrument Type

☒ Intelligence Test ☐ Achievement Test ☐ Checklist ☐ Above Grade-Level ☐ Display of Work, Audition, or Performance

This Instrument Is Designed for	Age/Grade	Administration Time
☒ Individuals ☐ Groups	Ages 3-7.3 (Grades Pre-kindergarten-2)	1 hour and 15 minutes

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and the publisher's instructions

Scoring Information Available from Publisher	Date of Norming	Copyright Date
☒ Standard Deviation ☒ Standard Scores ☒ Standard Error of Measure (SEM) ☒ Percentiles	1989	1987

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

Name of Instrument				
Wechsler Abbreviated Scale of Intelligence (WASI)				
ID Number	**Publisher**	**Telephone**	**Fax**	**E-Mail/Web Site**
19	The Psychological Corp. (Harcourt Educational Measurement) 555 Academic Court San Antonio, Texas 78204-2498	(800) 572-5373 (513) 755-8970	(513) 755-8971	www.harcourt.com/assessment

This Instrument May Be Used to

☒ Screen ☐ Identify

In the Following Ability Areas

☒ Superior Cognitive
☐ Specific Academic
☒ Creative Thinking

Visual or Performing Arts
☐ Music ☐ Dance
☐ Theater ☐ Visual Arts

Instrument Type

☒ Intelligence Test ☐ Achievement Test ☐ Checklist ☐ Above Grade-Level ☐ Display of Work, Audition, or Performance

This Instrument Is Designed for	Age/Grade	Administration Time
☒ Individuals ☐ Groups	Ages 6-adult	30-35 minutes

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and the publisher's instructions

Scoring Information Available from Publisher		Date of Norming	Copyright Date
☒ Standard Deviation ☒ Standard Error of Measure (SEM)	☒ Standard Scores ☒ Percentiles	1998	1999

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

Name of Instrument

Wechsler Individual Achievement Test (WIAT)

ID Number	Publisher	Telephone	Fax	E-Mail/Web Site
38	The Psychological Corp. (Harcourt Educational Measurement) 555 Academic Court San Antonio, Texas 78204-2498	(800) 572-5373 (513) 755-8970	(513) 755-8971	www.harcourt.com/assessment

This Instrument May Be Used to

☒ Screen ☒ Identify

In the Following Ability Areas

☒ Superior Cognitive
☒ Specific Academic
☐ Creative Thinking

Visual or Performing Arts
☐ Music ☐ Dance
☐ Theater ☐ Visual Arts

Instrument Type

☐ Intelligence Test ☒ Achievement Test ☐ Checklist ☐ Above Grade-Level ☐ Display of Work, Audition, or Performance

This Instrument Is Designed for	Age/Grade	Administration Time
☒ Individuals ☐ Groups	Ages 5-19	30-40 minutes, plus 40 minutes supplemental

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and the publisher's instructions

Scoring Information Available from Publisher	Date of Norming	Copyright Date
☒ Standard Deviation ☒ Standard Scores ☒ Standard Error of Measure (SEM) ☒ Percentiles	1991	1992

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

Name of Instrument

Wechsler Intelligence Scale for Children, Third Edition (WISC-III)

ID Number	Publisher	Telephone	Fax	E-Mail/Web Site
20	The Psychological Corp. (Harcourt Educational Measurement) 555 Academic Court San Antonio, Texas 78204-2498	(800) 572-5373 (513) 755-8970	(513) 755-8971	www.harcourt.com/assessment

This Instrument May Be Used to

☒ Screen ☒ Identify

In the Following Ability Areas

☒ Superior Cognitive
☐ Specific Academic
☒ Creative Thinking

Visual or Performing Arts
☐ Music ☐ Dance
☐ Theater ☐ Visual Arts

Instrument Type

☒ Intelligence Test ☐ Achievement Test ☐ Checklist ☐ Above Grade-Level ☐ Display of Work, Audition, or Performance

This Instrument Is Designed for	Age/Grade	Administration Time
☒ Individuals ☐ Groups	Ages 6-16.11 (Grades K-12)	50-85 minutes

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and the publisher's instructions

Scoring Information Available from Publisher		Date of Norming	Copyright Date
☒ Standard Deviation ☒ Standard Error of Measure (SEM)	☒ Standard Scores ☒ Percentiles	1990	1991

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

136

Person(s) Responsible for Overseeing Administration of This Instrument

137

Name of Instrument

Woodcock-Johnson-Revised: Test of Cognitive Ability (WJ-R) and Form A, Achievement Battery

ID Number	*Publisher*	*Telephone*	*Fax*	*E-Mail/Web Site*
21	Riverside Publishing (a Houghton Mifflin Company) 425 Spring Lake Drive Itasca, Illinois 60143-2079	(800) 323-9540	(630) 467-7792	www.riverpub.com

This Instrument May Be Used to

☒ Screen ☒ Identify

In the Following Ability Areas

☒ Superior Cognitive
☒ Specific Academic
☒ Creative Thinking

Visual or Performing Arts
☐ Music ☐ Dance
☐ Theater ☐ Visual Arts

Instrument Type

☒ Intelligence Test ☒ Achievement Test ☐ Checklist ☐ Above Grade-Level ☐ Display of Work, Audition, or Performance

This Instrument Is Designed for	*Age/Grade*	*Administration Time*
☒ Individuals ☐ Groups	Ages 2-adult	50-60 minutes

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and the publisher's instructions. The Woodcock-Johnson-Revised: Test of Cognitive Ability, Cognitive Battery, needs to be administered by a licensed psychologist. The Form A, Achievement Battery, can be administered by a trained observer.

Scoring Information Available from Publisher	*Date of Norming*	*Copyright Date*
☐ Standard Deviation ☒ Standard Scores ☒ Standard Error of Measure (SEM) ☒ Percentiles	1986-1988	1989

For District Use

Intended Use of Instrument

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

Appendix A: Instrument List by Grade Level and Special Population Norm Groups

Instrument List by Grade Level and Special Population Norm Groups

Intended Use

S = Screening
ID = Identification

Area

SC = Superior Cognitive
SA = Specific Academic
CT = Creative Thinking
VPA = Visual or Performing Arts

Instrument Type

INT = Intelligence Test
ACH = Achievement Test
CHK = Checklist
AGL = Above Grade-Level
DAP = Display of Work, Audition, or Performance

Administration

IND = Individuals
GP = Groups

Population Specific

L-SES = Low Socioeconomic Status
DLB = Disability
CLD = Culturally/Linguistically Diverse

ID#	Name of Instrument	Intended Use		Area				Instrument Type	Administration		Grade Level	Population Specific Norms			
		S	ID	SC	SA	CT	VPA		IND	GP		L-SES	DLB	Spanish	CLD
22	ACT Assessment Program (AAP)	X	X	X	X			AGL, ACH		X	7-12				
55	Aprenda: La prueba de logros en espanol	X	X	X	X			ACH	X	X	K-8			X	X
46	Art Advanced Placement Scoring Guidelines	X	X				X	DAP	X		K-12				
10	Bateria Woodcock-Muñoz-Revisada: Pruebas de habilidad (Bateria-R)	X	X	X	X	X		INT, ACH	X		K-12	X	X	X	
52	California Achievement Tests, Fifth Edition (CAT/5)	X	X	X	X			ACH		X	K-12				
40	Clark's Drawing Abilities Test	X	X					DAP	X		K-12				
11	Cognitive Abilities Test (CogAT), Form 5	X	X	X		X		INT	X	X	K-12	X	X		
12	Cognitive Abilities Test (CogAT) Nonverbal Battery, Edicion en Espanol	X	X	X		X		INT	X	X	K-12	X	X	X	X
54	Comprehensive Test of Basic Skills (CTBS/4)	X	X	X	X			ACH		X	K-12				
23	Comprehensive Testing Program, 3rd Edition, (CTPIII)	X		X	X	X		INT, ACH		X	1-12				
42	Dance Talent Assessment Process (DTAP)	X	X				X	DAP		X	K-12				
13	Das-Naglieri Cognitive Assessment Systems (CAS)	X	X	X		X		INT	X		K-12	X	X		X
14	Differential Ability Scales (DAS)	X	X	X		X		INT, AGL	X		1-12				
47	Display of Work, Audition, or Performance (Observation or Evaluation)	X	X				X	DAP	X	X	K-12				
24	EXPLORE		X	X	X			AGL, ACH		X	3-9				
41	Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30, Visual or Performing Arts: Section IV, Items 41-50)	X	X			X	X	CHK	X		K-12				

Intended Use

S = Screening
ID = Identification

Area

SC = Superior Cognitive
SA = Specific Academic
CT = Creative Thinking
VPA = Visual or Performing Arts

Instrument Type

INT = Intelligence Test
ACH = Achievement Test
CHK = Checklist
AGL = Above Grade-Level
DAP = Display of Work, Audition, or Performance

Administration

IND = Individuals
GP = Groups

Population Specific

L-SES = Low Socioeconomic Status
DLB = Disability
CLD = Culturally/Linguistically Diverse

ID#	Name of Instrument	Intended Use		Area				Instrument Type	Administration		Grade Level	Population Specific Norms			
		S	ID	SC	SA	CT	VPA		IND	GP		L-SES	DLB	Spanish	CLD
25	Iowa Tests of Basic Skills (ITBS), Form K/L/M, Complete Battery	X	X	X	X			ACH	X	X	K-9	X			
26	Iowa Tests of Basic Skills (ITBS), Form K/L/M, Survey Battery	X		X	X			ACH		X	1-9	X			
27	Iowa Tests of Educational Development (ITED), Form K/L/M, Complete Battery	X	X	X	X			ACH	X	X	9-12	X			
28	Iowa Tests of Educational Development (ITED), Form K/L/M, Survey Battery	X		X	X			ACH	X	X	9-12	X			
15	Kaufman Brief Intelligence Test (K-BIT)	X		X		X		INT	X		K-12				
16	Leiter International Performance Scale-Revised (Leiter-R)	X	X	X		X		INT	X		K-12		X		
29	Metropolitan Achievement Tests, Seventh Edition	X	X	X	X			ACH	X	X	K-12				
45	Music Talent Assessment Process (MTAP)	X	X				X	DAP		X	K-12				
44	Ohio Department of Education Music Performance Rubric, Forms A and B	X	X				X	DAP	X		K-12				
53	Otis-Lennon School Ability Test, Seventh Edition	X	X	X		X		INT	X	X	K-12				
49	Otis-Lennon School Ability Test, Sixth Edition	X	X	X		X		INT	X	X	K-12				
30	PLAN		X	X	X			AGL, ACH		X	6-10				
17	Raven's Progressive Matrices (Standard and Advanced Form)	X	X	X		X		INT	X	X	1-12	X	X	X	X
31	SAT I Reasoning Test	X	X	X	X			AGL, ACH		X	6-12				
39	Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS), 1997 Version (Creativity: Part II, Musical: Part VI, Dramatic: Part VII, Artistic: Part V)	X	X			X	X	CHK	X	X	K-12				
33	Stanford Achievement Test Series, Ninth Edition	X	X	X	X			ACH	X	X	K-12				
32	Stanford Achievement Test Series, Ninth Edition, Abbreviated Battery	X		X	X			ACH	X	X	1-12				
34	Stanford Achievement Test Series, Ninth Edition, Form SA	X	X	X	X			ACH	X	X	K-12				
18	Stanford-Binet Intelligence Scale: Fourth Edition	X	X	X		X		INT	X		K-12				
35	Terra Nova (CTBS/5)	X	X	X	X			ACH		X	K-12	X		X	
56	Test of Cognitive Skills, Second Edition (TCS/2)	X	X	X		X		INT	X	X	2-12				

Intended Use

S = Screening
ID = Identification

Area

SC = Superior Cognitive
SA = Specific Academic
CT = Creative Thinking
VPA = Visual or Performing Arts

Instrument Type

INT = Intelligence Test
ACH = Achievement Test
CHK = Checklist
AGL = Above Grade-Level
DAP = Display of Work, Audition, or Performance

Administration

IND = Individuals
GP = Groups

Population Specific

L-SES = Low Socioeconomic Status
DLB = Disability
CLD = Culturally/Linguistically Diverse

ID#	Name of Instrument	Intended Use		Area				Instrument Type	Administration		Grade Level	Population Specific Norms			
		S	ID	SC	SA	CT	VPA		IND	GP		L-SES	DLB	Spanish	CLD
37	Tests of Achievement and Proficiency (TAP), Form K/L/M, Complete Battery	X	X	X	X			ACH	X	X	9-12	X			
36	Tests of Achievement and Proficiency (TAP), Form K/L/M, Survey Battery	X		X	X			ACH	X	X	9-12	X			
43	Theatre Arts Talent Assessment Process (TTAP)	X	X				X	DAP		X	K-12				
51	Wechsler Preschool and Primary Scale of Intelligence-Revised (WPPSI-R)	X	X	X		X		INT	X		Pre-K-2				
19	Wechsler Abbreviated Scale of Intelligence (WASI)	X		X		X		INT	X		K-12				
38	Wechsler Individual Achievement Test (WIAT)	X	X	X	X			ACH	X		K-12				
20	Wechsler Intelligence Scale for Children, Third Edition (WISC-III)	X	X	X		X		INT	X		K-12				
21	Woodcock-Johnson-Revised Test of Cognitive Ability (WJ-R) and Form A, Achievement Battery	X	X	X	X	X		INT, ACH	X		K-12	X	X		X

Appendix B:
Model Policies and Plan for the Identification of Children Who Are Gifted Forms

Form II

District Name: _____ **IRN:** _____

Person Completing Form: _____ **Phone Number:** _____

Identification Instruments

Enter a numerical code from *Assessment Instruments for the Identification of Children Who Are Gifted* to indicate the names of the group and/or individual instruments you use to identify gifted children at each grade level.

Area	Instrument	K	1	2	3	4	5	6	7	8	9	10	11	12
Superior Cognitive Ability	Individual													
	Group													
	Special Populations													
Specific Academic Ability	Individual													
	Group													
	Special Populations													
Creative Thinking Ability	Individual													
	Group													
	Special Populations													
Visual or Performing Arts Ability	Individual													
	Group													
	Special Populations													

Superior Cognitive Ability

10 Bateria Woodcock-Muñoz-Revisada: Pruebas de habilidad (Bateria-R)
11 Cognitive Abilities Test (CogAT), Form 5
12 Cognitive Abilities Test (CogAT) Nonverbal Battery, Edicion en Espanol
13 Das-Naglieri Cognitive Assessment Systems (CAS)
14 Differential Ability Scales (DAS)
16 Leiter International Performance Scale Revised (Leiter-R)
17 Raven's Progressive Matrices (Standard and Advanced Form)
18 Stanford-Binet Intelligence Scale: Fourth Edition
20 Wechsler Intelligence Scale for Children, Third Edition (WISC III)
21 Woodcock-Johnson Revised: Test of Cognitive Ability (WJ-R)
22 ACT Assessment Program (AAP)
24 EXPLORE
25 Iowa Tests of Basic Skills (ITBS), Form K/L/M, Complete Battery
27 Iowa Tests of Educational Development (ITED), Form K/L/M, Complete Battery
29 Metropolitan Achievement Tests, Seventh Edition
30 PLAN
31 SAT I Reasoning Test
33 Stanford Achievement Test Series, Ninth Edition
34 Stanford Achievement Test Series, Ninth Edition, Form SA
35 Terra Nova (CTBS/5)
37 Tests of Achievement and Proficiency (TAP), Form K/L/M, Complete Battery
38 Wechsler Individual Achievement Test (WIAT)
49 Otis-Lennon School Ability Test, Sixth Edition
51 Wechsler Preschool and Primary Scale of Intelligence-Revised (WPPSI-R)
52 California Achievement Tests, Fifth Edition (CAT/5)
53 Otis-Lennon School Ability Test, Seventh Edition
54 Comprehensive Test of Basic Skills (CTBS/4)
55 Aprenda: La prueba de logros en Espanol
56 Tests of Cognitive Skills, Second Edition (TCS/2)

Specific Academic Ability

10 Bateria Woodcock-Muñoz-Revisada: Pruebas de habilidad (Bateria-R)
21 Woodcock-Johnson Revised: Test of Cognitive Ability (WJ-R) and Form A, Achievement Battery
22 ACT Assessment Program (AAP)
24 EXPLORE
25 Iowa Tests of Basic Skills (ITBS), Form K/L/M, Complete Battery
27 Iowa Tests of Educational Development (ITED), Form K/L/M, Complete Battery
29 Metropolitan Achievement Tests, Seventh Edition
30 PLAN
31 SAT I Reasoning Test
33 Stanford Achievement Tests Series, Ninth Edition
34 Stanford Achievement Tests Series, Ninth Edition, Form SA
35 Terra Nova (CTBS/5)
37 Tests of Achievement and Proficiency (TAP), Form K/L/M, Complete Battery
38 Wechsler Individual Achievement Test (WIAT)
52 California Achievement Tests, Fifth Edition (CAT/5)
55 Aprenda: La prueba de logros en Espanol

Creative Thinking Ability

10 Bateria Woodcock-Muñoz-Revisada: Pruebas de habilidad (Bateria-R)
11 Cognitive Abilities Test (CogAT), Form 5
12 Cognitive Abilities Test (CogAT) Nonverbal Battery, Edicion en Espanol
13 Das-Naglieri Cognitive Assessment Systems (CAS)
14 Differential Ability Scales (DAS)
16 Leiter International Performance Scale Revised (Leiter-R)
17 Raven's Progressive Matrices (Standard and Advanced Form)
18 Stanford-Binet Intelligence Scale: Fourth Edition
20 Wechsler Intelligence Scale for Children, Third Edition (WISC III)
21 Woodcock-Johnson Revised: Test of Cognitive Ability (WJ-R)
39 Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS), 1997 Version (Creativity: Part II)
41 Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30)
49 Otis-Lennon School Ability Test, Sixth Edition
51 Wechsler Preschool and Primary Scale of Intelligence-Revised (WPPSI-R)
53 Otis-Lennon School Ability Test, Seventh Edition
54 Comprehensive Test of Basic Skills (CTBS/4)
56 Test of Cognitive Skills, Second Edition (TCS/2)

Visual or Performing Arts Ability

39 Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS), 1997 Version (Artistic: Part V, Musical: Part VI, Dramatic: Part VII)
40 Clark's Drawing Abilities Test
41 Gifted and Talented Evaluation Scale (GATES) (Visual or Performing Arts: Section IV, Items 41-50)
42 Dance Talent Assessment Process (DTAP)
43 Theatre Arts Talent Assessment Process (TTAP)
44 Ohio Department of Education Music Performance Rubric, Forms A and B
45 Music Talent Assessment Process (MTAP)
46 Art Advanced Placement Scoring Guidelines
47 Display of Work, Audition, or Performance (Observation or Evaluation)

District Name: _____ **IRN:** _____

Person Completing Form: _____ **Phone Number:** _____

Screening Instruments

Enter a numerical code from *Assessment Instruments for the Identification of Children Who Are Gifted* to indicate the names of the group and/or individual instruments you use to screen gifted children at each grade level.

Area	Instrument	K	1	2	3	4	5	6	7	8	9	10	11	12
Superior Cognitive Ability	Individual													
	Group													
	Special Populations													
Specific Academic Ability	Individual													
	Group													
	Special Populations													
Creative Thinking Ability	Individual													
	Group													
	Special Populations													
Visual or Performing Arts Ability	Individual													
	Group													
	Special Populations													

Superior Cognitive Ability

10 Bateria Woodcock-Muñoz-Revisada: Pruebas de habilidad (Bateria-R)
11 Cognitive Abilities Test (CogAT), Form 5
12 Cognitive Abilities Test (CogAT) Nonverbal Battery, Edición en Español
13 Das-Naglieri Cognitive Assessment Systems (CAS)
14 Differential Ability Scales (DAS)
15 Kaufman Brief Intelligence Test (K-BIT)
16 Leiter International Performance Scale-Revised (Leiter-R)
17 Raven's Progressive Matrices – Standard and Advanced Form
18 Stanford-Binet Intelligence Scale: Fourth Edition
19 Wechsler Abbreviated Scale of Intelligence (WASI)
20 Wechsler Intelligence Scale for Children, Third Edition (WISC III)
21 Woodcock-Johnson-Revised: Test of Cognitive Ability (WJ-R)
22 ACT Assessment Program (AAP)
23 Comprehensive Testing Program, 3rd Edition (CTPIII)
25 Iowa Tests of Basic Skills (ITBS), Form K/L/M, Complete Battery
26 Iowa Tests of Basic Skills (ITBS), Form K/L/M, Survey Battery
27 Iowa Tests of Educational Development (ITED), Form K/L/M, Complete Battery
28 Iowa Tests of Educational Development (ITED), Form K/L/M, Survey Battery
29 Metropolitan Achievement Tests, Seventh Edition
31 SAT I Reasoning Test
32 Stanford Achievement Test Series, Ninth Edition, Abbreviated Battery
33 Stanford Achievement Test Series, Ninth Edition
34 Stanford Achievement Test Series, Ninth Edition, Form SA
35 Terra Nova (CTBS/5)
36 Tests of Achievement and Proficiency (TAP), Form K/L/M, Survey Battery
37 Tests of Achievement and Proficiency (TAP), Form K/L/M, Complete Battery
38 Wechsler Individual Achievement Test (WIAT)
49 Otis-Lennon School Ability Test, Sixth Edition
51 Wechsler Preschool and Primary Scale of Intelligence-Revised (WPPSI-R)
52 California Achievement Tests, Fifth Edition (CAT/5)
53 Otis-Lennon School Ability Test, Seventh Edition
54 Comprehensive Test of Basic Skills (CTBS/4)
55 Aprenda: La prueba de logros en Español
56 Test of Cognitive Skills, Second Edition (TCS/2)

Specific Academic Ability

10 Bateria Woodcock-Muñoz-Revisada: Pruebas de habilidad (Bateria-R)
21 Woodcock-Johnson-Revised: Test of Cognitive Ability (WJ-R) and Form A, Achievement Battery
22 ACT Assessment Program (AAP)
23 Comprehensive Testing Program, 3rd Edition (CTPIII)
25 Iowa Tests of Basic Skills (ITBS), Form K/L/M, Complete Battery
26 Iowa Tests of Basic Skills (ITBS), Form K/L/M, Survey Battery
27 Iowa Tests of Educational Development (ITED), Form K/L/M, Complete Battery
28 Iowa Tests of Educational Development (ITED), Form K/L/M, Survey Battery
29 Metropolitan Achievement Tests, Seventh Edition
31 SAT I Reasoning Test
32 Stanford Achievement Test Series, Ninth Edition, Abbreviated Battery
33 Stanford Achievement Test Series, Ninth Edition
34 Stanford Achievement Test Series, Ninth Edition, Form SA
35 Terra Nova (CTBS/5)
36 Tests of Achievement and Proficiency (TAP), Form K/L/M, Survey Battery
37 Tests of Achievement and Proficiency (TAP), Form K/L/M, Complete Battery
38 Wechsler Individual Achievement Test (WIAT)
52 California Achievement Tests, Fifth Edition (CAT/5)
55 Aprenda: La prueba de logros en Español

Creative Thinking Ability

10 Bateria Woodcock-Muñoz-Revisada: Pruebas de habilidad (Bateria-R)
11 Cognitive Abilities Test (CogAT), Form 5
12 Cognitive Abilities Test (CogAT) Nonverbal Battery, Edición en Español
13 Das-Naglieri Cognitive Assessment Systems (CAS)
14 Differential Ability Scales (DAS)
15 Kaufman Brief Intelligence Test (K-BIT)
16 Leiter International Performance Scale-Revised (Leiter-R)
17 Raven's Progressive Matrices – Standard and Advanced Form
18 Stanford-Binet Intelligence Scale: Fourth Edition
19 Wechsler Abbreviated Scale of Intelligence (WASI)
20 Wechsler Intelligence Scale for Children, Third Edition (WISC III)
21 Woodcock-Johnson-Revised: Test of Cognitive Ability (WJ-R)
23 Comprehensive Testing Program, 3rd Edition (CTPIII)
39 Scales for Rating the Behavior Characteristics of Superior Students, 1997 Version (Creativity: Part II)
41 Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30)
49 Otis-Lennon School Ability Test, Sixth Edition
51 Wechsler Preschool and Primary Scale of Intelligence-Revised (WPPSI-R)
53 Otis-Lennon School Ability Test, Seventh Edition
54 Comprehensive Test of Basic Skills (CTBS/4)
56 Test of Cognitive Skills, Second Edition (TCS/2)

Visual or Performing Arts Ability

39 Scales for Rating the Behavior Characteristics of Superior Students, 1997 Version (Artistic: Part V, Musical: Part VI, Dramatic: Part VII)
40 Clark's Drawing Abilities Test
41 Gifted and Talented Evaluation Scale (GATES) (Visual or Performing Arts: Section IV, Items 41-50)
42 Dance Talent Assessment Process (DTAP)
43 Theatre Arts Talent Assessment Process (TTAP)
44 Ohio Department of Education Music Performance Rubric, Forms A and B
45 Music Talent Assessment Process (MTAP)
46 Art Advanced Placement Scoring Guidelines
47 Display of Work, Audition, or Performance (Observation or Evaluation)

Specific Academic Ability continued

☐ **Wechsler Individual Achievement Test (WIAT)**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Woodcock-Johnson-Revised Test of Cognitive Ability (WJ-R)**
☐ **Cognitive Battery**
☐ Screening (Criteria: _____) ☐ Identification
☐ **Form A, Achievement Battery**
☐ Screening (Criteria: _____) ☐ Identification

Creative Thinking Ability

☐ **Bateria Woodcock-Muñoz-Revisada: Preubas de habilidad (Bateria-R)**
☐ **Cognitive Battery**
☐ Screening (Criteria: _____) ☐ Identification
☐ **Achievement Battery**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Comprehensive Test of Basic Skills (CTBS/4)**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Comprehensive Testing Program, 3rd Edition (CTPIII)**
☐ Screening (Criteria: _____)

☐ **Cognitive Abilities Test (CogAT), Form 5**
☐ Screening (Criteria: _____)

☐ **Cognitive Abilities Test (CogAT), Nonverbal Battery, Edicion en Espanol**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Das-Naglieri Cognitive Assessment Systems (CAS)**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Differential Ability Scales (DAS)**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30)**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Kaufman Brief Intelligence Test (K-BIT)**
☐ Screening (Criteria: _____)

☐ **Leiter International Performance Scale-Revised (Leiter-R)**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Otis-Lennon School Ability Test, Seventh Edition**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Otis-Lennon School Ability Test, Sixth Edition**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Raven's Progressive Matrices (Standard and Advanced Form)**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS), 1997 Version (Creativity: Part II)**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Stanford-Binet Intelligence Scale: Fourth Edition**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Tests of Cognitive Skills, Second Edition (TCS/2)**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Wechsler Abbreviated Scale of Intelligence (WASI)**
☐ Screening (Criteria: _____)

☐ **Wechsler Intelligence Scale for Children, Third Edition (WISC III)**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Wechsler Preschool and Primary Scale of Intelligence (WPPSI)**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Woodcock-Johnson-Revised Test of Cognitive Ability (WJ-R)**
☐ **Cognitive Battery**
☐ Screening (Criteria: _____) ☐ Identification
☐ **Form A, Achievement Battery**
☐ Screening (Criteria: _____) ☐ Identification

Visual or Performing Arts Ability

☐ **Art Advanced Placement Scoring Guidelines**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Clark's Drawing Abilities Test**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Dance Talent Assessment Process (DTAP)**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Display of Work, Audition, or Performance (Observation or Evaluation)**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Gifted and Talented Evaluation Scale (GATES) (Visual or Performing Arts: Section IV, Items 41-50)**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Music Talent Assessment Process (MTAP)**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Ohio Department of Education Music Performance Rubric, Forms A and B**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS), 1997 Version (Artistic: Part V, Musical: Part VI, Dramatic: Part VII)**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Theatre Arts Talent Assessment Process (TTAP)**
☐ Screening (Criteria: _____) ☐ Identification

■■■■

If you have questions, please call your building principal or

_____

at _____

This pamphlet should be used with
INFORMATION FOR PARENTS: *District Policy and Plan for the Identification of Children Who Are Gifted*
and
IDENTIFICATION OF CHILDREN WHO ARE GIFTED
Excerpts from HB 282

Assessment Instruments used by the District for Gifted Identification

Information for Parents

School District

BEST COPY AVAILABLE

The district uses the following assessment instruments for screening and identification. The screening criteria is included. For identification criteria, see *Identification of Children Who Are Gifted: Excerpts from HB 282.*

Superior Cognitive Ability

☐ **ACT Assessment Program (AAP)**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Aprenda: La prueba de logros en Espanol**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Bateria Woodcock-Muñoz-Revisada: Preubas de habilidad (Bateria-R)**
☐ **Cognitive Battery**
☐ Screening (Criteria: _____) ☐ Identification
☐ **Achievement Battery**
☐ Screening (Criteria: _____) ☐ Identification

☐ **California Achievement Tests, Fifth Edition (CAT/5)**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Comprehensive Test of Basic Skills (CTBS/4)**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Comprehensive Testing Program, 3rd Edition (CTPIII)**
☐ Screening (Criteria: _____)

☐ **Cognitive Abilities Test (CogAT), Form 5**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Cognitive Abilities Test (CogAT), Nonverbal Battery, Edicion en Espanol**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Das-Naglieri Cognitive Assessment Systems (CAS)**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Differential Ability Scales (DAS)**
☐ Screening (Criteria: _____) ☐ Identification

☐ **EXPLORE** ☐ Identification

☐ **Iowa Tests of Basic Skills (ITBS), Form K/L/M, Complete Battery**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Iowa Tests of Basic Skills (ITBS), Form K/L/M, Survey Battery**
☐ Screening (Criteria: _____)

☐ **Iowa Tests of Educational Development (ITED), Form K/L/M, Complete Battery**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Iowa Tests of Educational Development (ITED), Form K/L/M, Survey Battery**
☐ Screening (Criteria: _____)

☐ **Kaufman Brief Intelligence Test (K-BIT)**
☐ Screening (Criteria: _____)

☐ **Leiter-International Performance Scale-Revised (Leiter-R)**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Metropolitan Achievement Tests, Seventh Edition**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Otis-Lennon School Ability Test, Seventh Edition**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Otis-Lennon School Ability Test, Sixth Edition**
☐ Screening (Criteria: _____) ☐ Identification

☐ **PLAN** ☐ Identification

☐ **Raven's Progressive Matrices (Standard and Advanced Form)**
☐ Screening (Criteria: _____) ☐ Identification

☐ **SAT I Reasoning Test**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Stanford Achievement Test Series, Ninth Edition**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Stanford Achievement Test Series, Ninth Edition, Abbreviated Battery**
☐ Screening (Criteria: _____)

☐ **Stanford Achievement Test Series, Ninth Edition, Form SA**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Stanford-Binet Intelligence Scale: Fourth Edition**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Terra Nova (CTBS/5)**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Tests of Cognitive Skills, Second Edition (TCS/2)**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Tests of Achievement and Proficiency (TAP), Form K/L/M, Complete Battery**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Tests of Achievement and Proficiency (TAP), Form K/L/M, Survey Battery**
☐ Screening (Criteria: _____)

☐ **Wechsler Abbreviated Scale of Intelligence (WASI)**
☐ Screening (Criteria: _____)

☐ **Wechsler Individual Achievement Test (WIAT)**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Wechsler Intelligence Scale for Children, Third Edition (WISC-III)**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Wechsler Preschool and Primary Scale of Intelligence-Revised (WPPSI-R)**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Woodcock-Johnson-Revised Test of Cognitive Ability (WJ-R)**
☐ **Cognitive Battery**
☐ Screening (Criteria: _____) ☐ Identification
☐ **Form A, Achievement Battery**
☐ Screening (Criteria: _____) ☐ Identification

Specific Academic Ability

☐ **ACT Assessment Program (AAP)**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Aprenda: La prueba de logros en Espanol**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Bateria Woodcock-Muñoz-Revisada: Preubas de habilidad (Bateria-R)**
☐ **Cognitive Battery**
☐ Screening (Criteria: _____) ☐ Identification
☐ **Achievement Battery**
☐ Screening (Criteria: _____) ☐ Identification

☐ **California Achievement Tests, Fifth Edition (CAT/5)**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Comprehensive Testing Program, 3rd Edition (CTPIII)**
☐ Screening (Criteria: _____)

☐ **EXPLORE**
☐ Identification

☐ **Iowa Tests of Basic Skills (ITBS), Form K/L/M, Complete Battery**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Iowa Tests of Basic Skills (ITBS), Form K/L/M, Survey Battery**
☐ Screening (Criteria: _____)

☐ **Iowa Tests of Educational Development (ITED), Form K/L/M, Complete Battery**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Iowa Tests of Educational Development (ITED), Form K/L/M, Survey Battery**
☐ Screening (Criteria: _____)

☐ **Metropolitan Achievement Tests, Seventh Edition**
☐ Screening (Criteria: _____) ☐ Identification

☐ **PLAN** ☐ Identification

☐ **SAT I Reasoning Test**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Stanford Achievement Test Series, Ninth Edition**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Stanford Achievement Test Series, Ninth Edition, Abbreviated Battery**
☐ Screening (Criteria: _____)

☐ **Stanford Achievement Test Series, Ninth Edition, Form SA**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Terra Nova (CTBS/5)**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Tests of Achievement and Proficiency (TAP), Form K/L/M, Complete Battery**
☐ Screening (Criteria: _____) ☐ Identification

☐ **Tests of Achievement and Proficiency (TAP), Form K/L/M, Survey Battery**
☐ Screening (Criteria: _____)

Appendix C: Ohio Department of Education Music Performance Rubric, Forms A and B

For more information on this instrument, please contact
Ohio Department of Education
Center for Curriculum and Assessment
Visual or Performing Arts Consultants
65 South Front Street, Room 1009
Columbus, Ohio 43235
(614) 466-2761 or Toll Free (877) 644-6338
www.ode.state.oh.us

Ohio Department of Education

MUSIC PERFORMANCE RUBRIC, FORM A

(Adapted with permission from the Ohio Music Education Association)

Student's Name: _____ **Date:** _____

Grade/Age: _____ **School:** _____

Evaluator's Name: _____

Directions: To be completed by a trained individual. Please provide written comments for each item listed in each category.

Interpretation

Tempo
Phrasing
Expression
Style
Dynamic Levels

Technique

Note Accuracy
Rhythmic Accuracy
Articulation - Diction - Bowing
Facility
Posture - Playing Position

Tone

Quality
Breath Support

Intonation

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Ohio Department of Education

MUSIC PERFORMANCE RUBRIC, FORM B

Grades Kindergarten through 12

(Adapted with permission from the Ohio Music Education Association)

Directions: Think of the performance in comparison to others performed by students of comparable age, experience, and environment. Circle the rating of this performance compared to others.

I	**Superior**	A performance with excellent tonal quality and intonation, very few technical errors, and exemplifying a truly musical expression.
II	**Outstanding**	A performance that is excellent in many respects, but with minor defects in technique, tonal quality, intonation, or interpretation, and/or problems with intonation.
III	**Proficient**	An acceptable performance which shows accomplishment, but lacks one or more essential qualities and overall is not outstanding.

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Office of Special Education
933 High Street
Worthington, OH 43085-4087
1-877-644-6338

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